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

MultiEnglish

YEAR 5

A2



BOOK 1

MULTILINGUAL LANGUAGE PROGRAMME
LOWER SECONDARY SCHOOL AND İMAM HATİP
LOWER SECONDARY SCHOOL

MultiEnglish

Year 5 / A2

Student's Book 1

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DERS KİTAPLARI DİZİSİ .....: 2298

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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

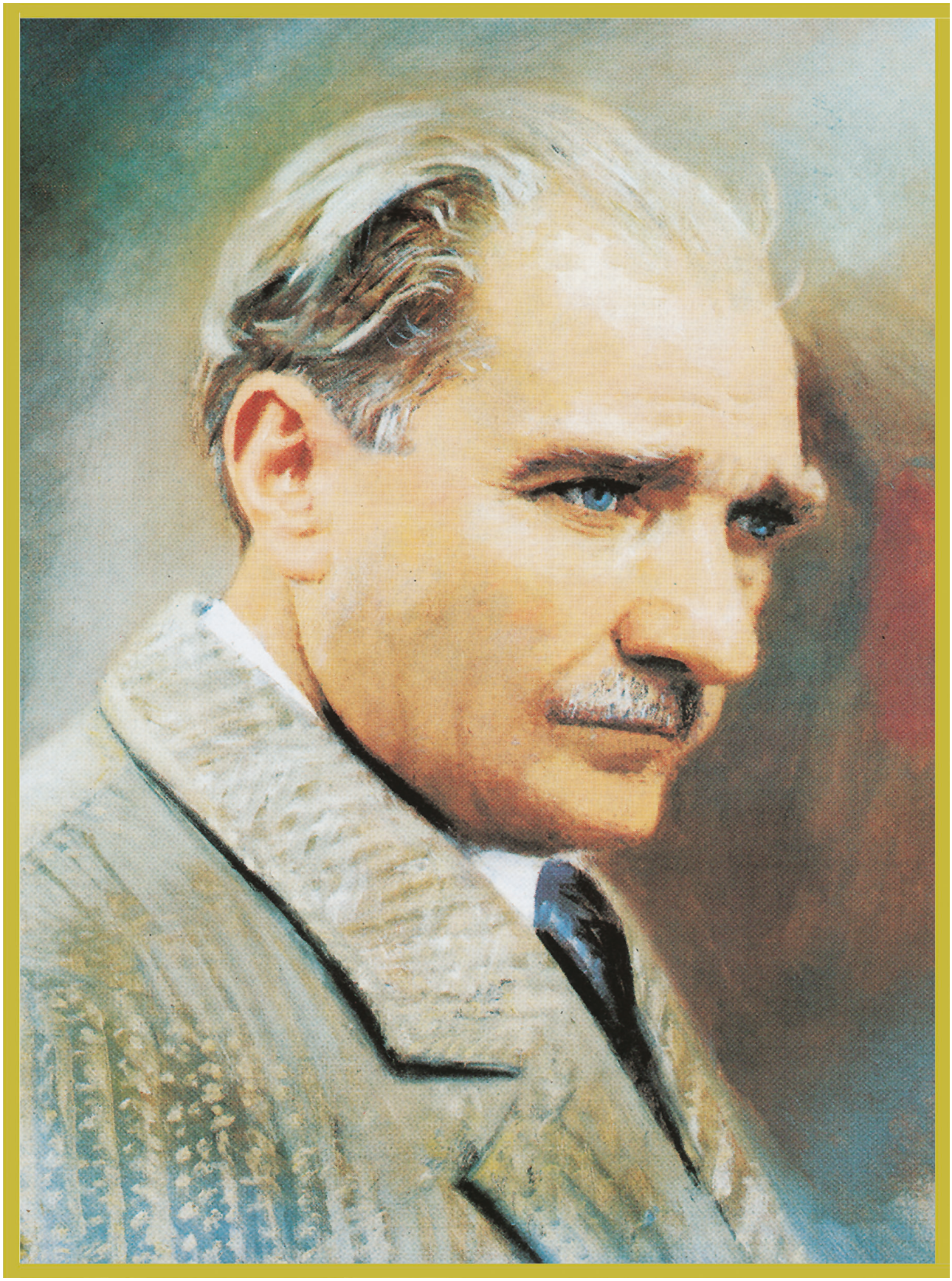
GENÇLİĞE HİTABE

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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REVISION	Revision 1	-Daily routines and activities at school -Favourite school subjects and classroom activities now and in the past -Time -Seasons of the year -Physical appearances and personality -Clothing and clothing preferences	-Describing daily routines and activities at school -Describing past states or conditions of things or people -Expressing preference -Telling the time -Telling the preferences about favourite school subjects/lessons -Describing abilities or skills someone had in the past -Describing physical appearance, preferences for clothing	-Vocabulary for daily routines and activities at school -Vocabulary for favourite school subjects -Vocabulary for time and seasons of the year -Vocabulary for physical appearances and personality -Vocabulary for clothing and clothing preferences		School subjects Listening for details
REVISION	Revision 2	-Family members' jobs -Family members' long-lasting habits -Family members' errands -Places for services in the neighbourhood -Comparisons	-Describing completed actions -Expressing preferences -Describing one person, animal, place, or thing -Giving advice or suggestions -Describing prohibition -Comparing multiple items or choices	-Vocabulary for family members' jobs -Vocabulary for family members' long-lasting habits -Vocabulary for family members' errands - Vocabulary for places for services in the neighbourhood		People with different jobs talking about their jobs/ routines Listening for specific information/details
THEME 1	School Life	-School rules -People, roles and responsibilities at school -School routines -National days and celebrations	-Giving commands: Imperatives -Describing routines, facts, habits, general truths, and permanent situations: The Simple Present Tense -Permission: "Can" -Obligation and prohibition: "Must" -Indicating who is involved: Personal Pronouns -Asking about things, time, and people: Wh- questions -Articles: "a, an, the"	-Vocabulary for school rules -Vocabulary for people at school -Vocabulary for roles and responsibilities at school -Vocabulary for school routines	Intonation of positive statements	The first day of Year 5 Listening for gist/specific information/details
THEME 2	Classroom Life	-Classroom rules and instructions - Roles, responsibilities, relationships in the classroom -Daily and study routines and activities in the classroom -Cardinal numbers 100-500 -Ordinal numbers 1-50	-Describing the responsibilities of different roles, daily routines and study routines: The Simple Present Tense -Confirming general truths: Question Tags -Expressing the presence of something or somebody: "There is/are" -Making polite requests: "Shall" -Object/Demonstrative Pronouns -Expressing the frequency of actions: Adverbs of Frequency -Describing obligation in the past or at present: "have/had to" -Asking about time of actions: "What time"	-Vocabulary for classroom rules -Vocabulary for classroom instructions -Vocabulary for roles in the classroom -Vocabulary for responsibilities, daily and study routines in the classroom -Vocabulary for school subjects -Vocabulary for timetables -Vocabulary for cardinal numbers 100-500 -Vocabulary for ordinal numbers 1-50	Intonation of negative statements	A conversation in the classroom Listening for gist/specific information/details
THEME 3	Personal Life	-Body parts and physical appearance and (features) -Clothing and dressing -Personality traits	-Actions happening now: The Present Progressive Tense -Confirming ongoing actions: Question tags -Comparing two people or things: Comparative adjectives (regular/ irregular) -Replacing nouns to indicate possession: Possessive pronouns -Showing ownership in relation to nouns: Possessive Adjectives -Indicating relationships or possession: Possessive ('s)	-Vocabulary for body parts and physical appearance -Vocabulary for clothing and dressing -Vocabulary for personal traits	Intonation of questions and question tags	The magic wardrobe Listening for gist/specific information/details
THEME 4	Family Life	-Family members' jobs and workplaces -Daily and job routines of family members -Different types of houses	-Describing planned future actions: The Present Progressive Tense for Future -Describing scheduled future events: The Simple Present Tense for Future -Expressing future decisions, predictions, and promises: The Simple Future Tense -Indicating intentions, plans, and predictions based on evidence: "Be going to Future Tense" -Asking about a place or location: "Where?" -Word Order with Adverbs -Linking actions: "When/While" -Reflexive pronouns	- Vocabulary for family members, their jobs, workplaces, daily and job routines -Vocabulary for different types of houses and parts of the house	Target sounds: a, b	A family conversation about football training and jobs Listening for gist/specific information/details

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READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
"Show and Tell" day Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Clothing preferences Sharing personal information	Social Language Expressions Finding out the suitable expression for different situations				
A Day at the Seaside Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Talking about daily routines Interacting in pairs	Grouping the healthy/ unhealthy food Differentiating food categories				
E-mails Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about people, places, rules, responsibilities, and routines at school, Interacting in pairs/ groups	A comparison of school routines Sharing personal information	Interesting rules in different countries	How to make a dream school Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
A weekly school magazine Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about school subjects, time, roles, responsibilities, and rules at school Sharing personal information in pairs/ groups	A weekly school magazine Producing and presenting a written material	Interesting school activities in different countries	How to make a dream classroom Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
Fashion corner Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about body parts, physical appearance, personality traits, and clothing Exchanging information in pairs/ groups	Introducing a celebrity Describing a person's features	Facts about our body	How to create your favourite character Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
An e-mail from Maya to Scott Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about family members' jobs, workplaces, daily and job routines Talking about jobs in pairs/groups	-The dream house -Describing your dream house	Different jobs	How to make a family tree Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes

THEME NO	MAIN THEME	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY SELECTION-USE	PRONUNCIATION	LISTENING & WATCHING - COMPREHENSION
THEME 5	**Life in the Neighbourhood&City**	-Attractions and recreational places, services, and transportation in the neighbourhood and the city	-Describing states or conditions in the past: The Simple Past Tense (was/were) -Narrating completed actions or events in the past: The Simple Past Tense (regular/irregular verbs) -Confirming past actions or events: Question tags -Expressing actions or states: Gerunds&infinitives -Connecting clauses, phrases, or words: Conjunctions -Combining ideas to provide additional details or context: Compound sentences -"Something, anything" -Adjectives and adverbs	-Vocabulary for attractions and recreational places in the neighbourhood & the city -Vocabulary for services in the neighbourhood and the city -Vocabulary for transportation tools in the neighbourhood and the city -Vocabulary for transportation in the neighbourhood and the city	Target sounds: c, d	Two children talking about their trips Listening for gist/specific information/details
THEME 6	**Life in the World**	-Continents, countries, nationalities, and languages -Different cuisines from the world -Food festivals from different parts of the world	-Indicating recent action, experience, and experience over time: The Present Perfect Tense -Describing the highest or lowest degree of something: Superlative adjectives (regular, irregular) -Indicating the amount or number of something: Quantifiers	-Vocabulary for continents -Vocabulary for countries -Vocabulary for nationalities and languages -Vocabulary for different cuisines from the world -Vocabulary for food festivals -Verbs for food festivals	Target sounds: e, f	An interview with a chef Listening for gist/specific information/details
THEME 7	**Life in Nature**	-Animals in nature and habitats -Daily activities and nature -Activities in nature	-Describing ongoing or interrupted actions in the past: The Past Progressive Tense -Contrasting an ongoing action with a completed action in the past: Past Progressive vs. The Simple Past Tense -Describing abilities or possibilities in the past and showing politeness: "Could" -Giving suggestions: "Should" -Describing assistance, indicating future intentions: "Will" -Seeking specific information about time, place, reason, or manner: Wh- questions -Expressing necessity and lack of need: "Need & Needn't"	-Vocabulary for animals and natural habitats -Vocabulary for daily activities and nature -Vocabulary for nature/ outdoor activities	Target sounds: g, h	A Strange Dream Listening for gist/specific information/details
THEME 8	**Life in the Universe**	-Planets in the solar system -Facts about planets -Earth as a planet -Extreme weather conditions	-Describing general truths, facts, or habitual actions: Zero conditional -Describing possible or likely outcomes in the future: Conditional 1 -Expressing a condition in a negative form indicating something will happen only if the condition is not fulfilled: "Unless" -Introducing a condition to describe potential actions, situations, or consequences, often expressing possibility or uncertainty: "If"	-Vocabulary for planets in the solar system -Vocabulary for facts about planets -Vocabulary for the Earth as a planet	Target sounds: i, j	In the Science Lab Listening for gist/specific information/details

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
Wrong Destination Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about attractions, recreational places, services, transportation in the neighbourhood and the city Interacting in pairs/ groups	Dream holiday destination Describing a person's dream holiday destination	Interesting transportation tools around the world	How to make your dream city Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
Me Around the World Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about continents, countries, nationalities, different cuisines from the world, food festivals from different parts of the world Interacting in pairs/ groups	Travel experiences Describing a person's own travel experiences	Different cuisines around the world	How to prepare a favourite dessert or meal Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
Endangered Animals Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about animals in nature and habitats, daily activities and nature, activities in nature Interacting in pairs/ groups	-An environmental problem -Expressing causes and solutions of an environmental problem	Amazing rainforests	How to spend a day in nature Presenting a project	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
Vacation Reflections Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about Earth as a planet, planets in the solar system, extreme weather conditions and planet facts Interacting in pairs/ groups	-Story completion -Creating a story about an action happened in the past	Facts about Planets	How to create a planet poster	Time to check your progress	Rating scales about the learning outcomes

ABOUT THE BOOK



Title of the theme

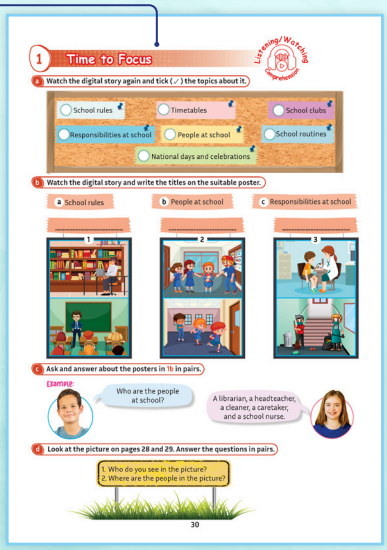
Warm-up/Well-being activities

Additional activities to revise students' previous knowledge



The introductory picture for the whole theme

Introductory digital story for the whole theme





Speaking/ Expression

Practising intonation and sounds

Target vocabulary in use

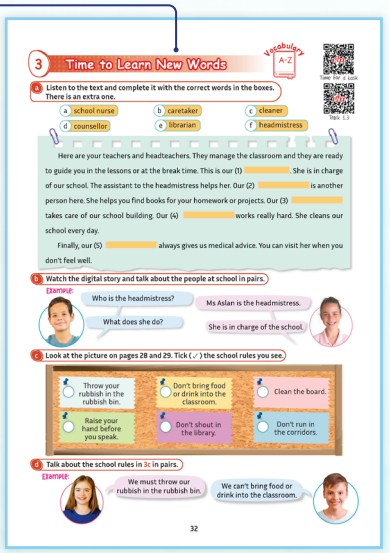
Vocabulary practice with games

Target grammar in use

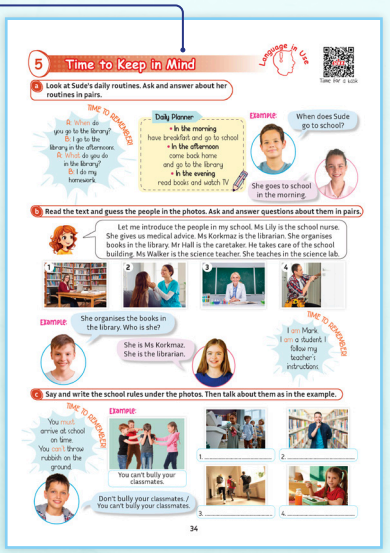
Grammar practice with games

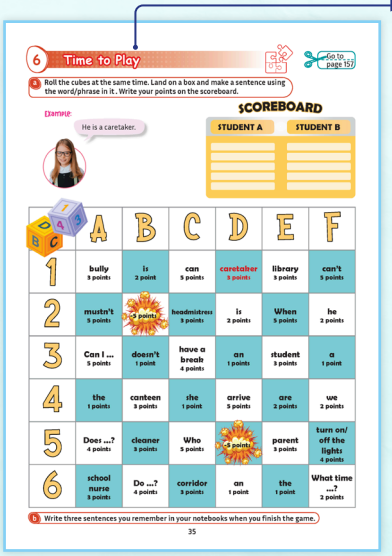
Reading-Comprehension

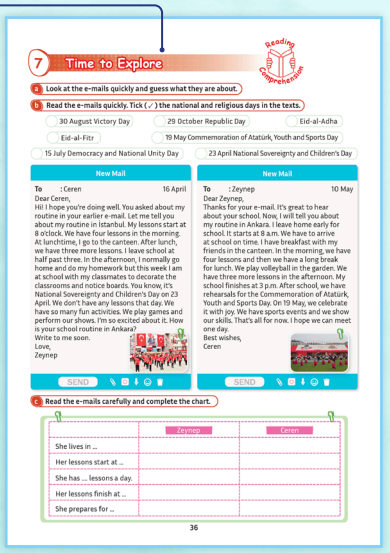
Writing-Expression

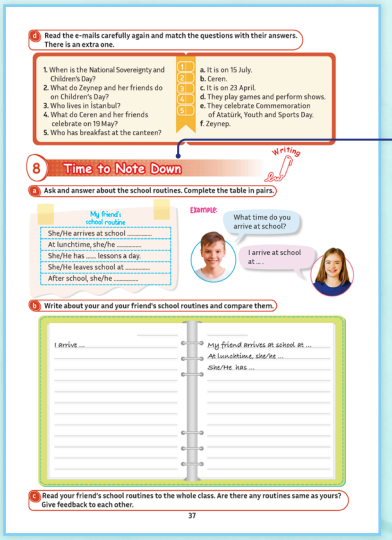








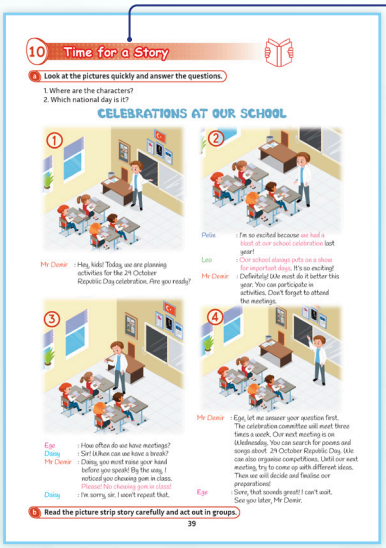




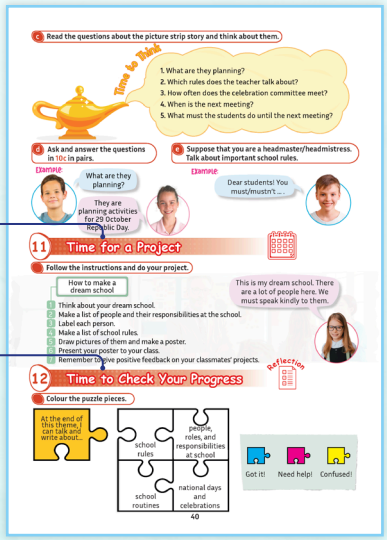
CLIL: Learning and talking about different subjects and cultures

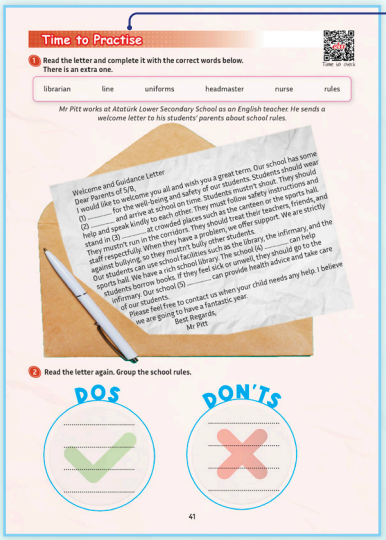


Consolidation with a picture strip story



Additional activities about the theme





Projects related to the theme

Evaluation of learning outcomes & Reflection

ICONS


Listening


Reading


Pronunciation

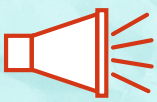

Writing


Language in Use



Vocabulary


Time to Play


CLIL&Culture


Time for a Project


Check Yourself


Watching



REVISION 1

Sub-themes

Daily routines and activities at school
Favourite school subjects and classroom activities
Time and seasons of the year
Physical appearances and personality
Clothing and clothing preferences

Functional Language

Describing daily routines and activities at school
Describing past states or conditions of things or people
Expressing preference
Telling the time
Telling the preferences about favourite school subjects/lessons
Describing abilities or skills someone had in the past
Describing physical appearance, preferences for clothing

Social Language Expressions

It's raining cats and dogs!
Let's break the ice!
I'm sorry to hear that!
It fits like a glove!
Feel free to use this!

1 Listen to the dialogue and complete it. There is an extra one.

Track 1

a. What is your favourite lesson?
b. What do you like doing in English lessons?
c. What is the time now?
d. What time do you get up?
e. What is your favourite school activity?
f. What do you do at school on Tuesdays?
g. Which sports do you like the most?

Tom : Hi! I'm Tom. I'm from the school newspaper. Can I ask you some questions?
Emily : Sure, Tom!
Tom : Let's begin with the first question. (1) .....?
Emily : I love club meetings. I am in the Art Club.
Nick : Hmm, I like the school plays and 19 May Commemoration of Atatürk, Youth and Sports Day.
Tom : It sounds great! (2).....?
Nick : I like basketball the most.
Tom : (3) .....?
Emily : I have a drama lesson on Tuesdays.
Nick : We participate in the talent show.
Tom : (4) .....?
Emily : I like learning new words in English lessons.
Nick : I like reading and speaking in English. I also like writing English stories.
Tom : (5) .....?
Nick : My favourite lesson is science because I like doing experiments.
Emily : I like art. I like drawing pictures.
Nick : (6).....?
Emily : It is half past ten. Come on!
Nick : Let's not be late!
Tom : Thank you guys for the interview. See you later!
Nick and Emily: Bye!

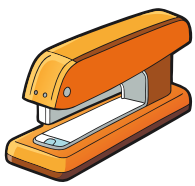
2 Read the dialogue on page 16 and fill in the table.

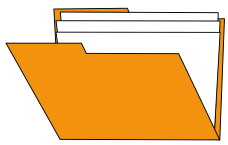
	favourite school activities	things they do on Tuesdays	things they like doing in English lessons	their favourite lessons
 Emily	club meetings			
 Nick				

3 Match the objects with the pictures. There is an extra object.

1	a folder	
2	a stapler	
3	a printer	
4	headphones	
5	a projector	
6	a rubbish bin	
7	a calculator	
8	a speaker	
9	a highlighter	

a 

b 

c 

d 

e 

f 

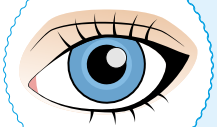
g 

h 

4 Reorder the words and write classroom instructions.

USE

• talk • write • listen • read • look • check



1. please - the - at - screen

.....!



2. carefully - please

.....!



3. with - peers - your - please

.....!



4. down - this - please

.....!



5. please - this

.....!



6. please - answers - your

.....!

5 Read the text and choose the correct option.

Ms Johnson : Good morning, kids! Today is "Show and Tell" day. I can see you are all very excited. Who wants to start first?

Sarah : Can I start, Ms Johnson?

Ms Johnson : Sure, Sarah. Come to the board, please.

Sarah : Hello, everyone! Today, I want to tell you about myself. You know, I'm short and thin. I have got long wavy hair and brown eyes. I'm kind and friendly. Now, I want to show you some photos of me. In this photo, I was four years old. It was winter and the weather was cold and snowy. I had a coat, boots, gloves, and a hat here. Can you see the snowman next to me? Yes, I could make a snowman then. And this photo is from my second birthday. It was summer time. The weather was hot and sunny. I had a pink dress, sandals, and sunglasses here. I like summers. That's all I have to say. Thank you for listening.

Ms Johnson : Thank you, Sarah. It was nice to learn more about you.

1. What does Sarah look like?

a. fat and tall b. short and thin

2. What is Sarah like?

a. kind and friendly b. funny and clever

3. In winter, Sarah wore.....

a. a coat, boots, and gloves b. a cardigan, a scarf, and trainers

4. What could Sarah do?

a. build a tree house b. make a snowman

5. In summer, Sarah wore....

a. shorts, a blouse, and slippers b. a dress, sandals, and sunglasses

6 Look at the words in the box and talk about them.

• like	• trainers	
• love	• flip-flops	
• want	• gloves	• summer
• dislike	• a scarf	• autumn
• hate	• a hoodie	• winter
• prefer	• a raincoat	• spring
	• a dress	
	• shorts	



Hi, I'm Onur. I prefer wearing shorts and flip-flops in summer. I dislike wearing gloves in winter.

7 Match the sentences with the correct situations. There is an extra one.

a. Feel free to use this!
b. It's raining cats and dogs.
c. Yes, it fits like a glove.
d. I'm glad to hear that.
e. Sure, let's break the ice.
f. I'm sorry to hear that.



1 ..... .
But I don't have an umbrella.

I really like this jacket.



2 ..... .

My cat ran away.

..... .



3

Oh, I don't have a highlighter.

..... .



4

..... .



5

Look! She is our new classmate. We can go and meet her.



REVISION 2

Sub-themes

Family members' jobs
Family members' long-lasting habits
Family members' errands
Places for services in the neighbourhood
Life on the seaside
Sea/marine animals and their habitats
Activities of sea/marine animals
Dangers for sea/marine animals
Types of houses by the water
Healthy and unhealthy food

Functional Language

Describing completed actions
Expressing preferences
Describing one person, animal, place, or thing
Giving advice or suggestions
Describing prohibition
Comparing multiple items or choices

Social Language Expressions

Don't worry!
That's great!
Go ahead!
Amazing!

1 Listen to the texts and number them.

Track 1



1

Hello! My name is Aylin. I live in Ankara with my mum and dad. I'm a teacher. I work at a primary school. I teach English to my students. They are kind and I love my job. I go to school at 8 o'clock in the mornings. After school, I go to the library or café. I love reading books. At weekends, I visit my family.

Hi! My name is Murat. I'm a farmer. I live in a village. I grow fruit and vegetables. I also take care of animals. Every morning, I get up early and work on the farm. On Saturdays, my children help me. We like working in the garden. I love nature and my job.





Hi! I'm Zeynep. I'm a doctor. I work at a hospital. I help sick people and check patients every day. I sometimes work at nights. I go to the café after work and drink tea. On Sundays, I go to the market with my family. We do the shopping and buy fruit and vegetables.



Hello! I'm Seda. I'm a singer. I sing songs with my band. I go to the studio every day. In the evenings, I take my dog for a walk and read books. On Sundays, I go to the theatre with my friends. After that, we drink coffee together. Singing is fun. I love my life!



Hi! I'm Ali. I'm a police officer. I work at a big police station in İzmir. I wear a uniform. I help people and keep the city safe. I start work early in the mornings. I love my job. It's sometimes hard but I enjoy helping others.

2 Match the sentences from the text with the jobs. There is an extra one.

1. I grow fruit and vegetables.	a. a singer
2. I teach English to my students.	b. a dentist
3. I help sick people and check patients every day.	c. a farmer
4. I help people and keep the city safe.	d. a police officer
5. I sing songs with my band.	e. a teacher
	f. a doctor

3 Match the jobs with the sentences. There is an extra sentence.











a. Don't worry! I'm here to help you.

b. I grow my own food. That's great!

c. Good job to all my students.

d. Go ahead. You mustn't wait at the green light.

e. I defend people at court.

f. I look so cool when I sing.

4 Read the clues and match the places. There is an extra one.

a greengrocer's | a park | a chemist's | a bakery | a cinema | a museum

Where am I?

1. I go here to buy fresh bread in the morning. It smells so good! Where am I?
   .....
2. I play with my friends, ride my bike, and walk my dog here. There are trees and flowers. Where am I?
   .....
3. I watch films here with my family at the weekend. Where am I?
   .....
4. I look at ancient objects and learn about history here. Where am I?
   .....
5. I buy medicine here. Where am I?
   .....

5 Work in pairs. Talk and fill in the chart.

Example:



What do you like doing at the weekend?

I like listening to music.



	Your friend
1. What do you like doing at the weekend?	
2. What is your favourite hobby?	
3. How often do you go for a walk?	
4. What does your sister/brother love doing?	
5. Who is the kindest person in your family?	
6. What does your mother do for a living?	

6 Read the text and choose the best title.

a. A fishing day
b. Living by the sea
c. A day at the seaside



.....

Hello, I'm Linda. Last summer, my family and I stayed in a small beach house near a beautiful lagoon. Every morning, I woke up to the sound of the waves and watched the sea animals. I saw a dolphin jump out of the water and a crab crawl on the rocks. It was amazing!

One day, we went diving in the ocean. I swam with a group of colourful fish and saw a sea turtle hiding under a rock. I also saw something very bad. There were some plastic bags in the water. A jellyfish was in one of those plastic bags. My dad helped it and we took the bags out of the sea.

That night, we talked about protecting sea animals. My sister said, "We shouldn't throw rubbish into the sea." I said, "We must keep the sea clean." My parents were very happy because we cared about our nature.

The next morning, we went to the local market and bought fresh fruit and fish. We had a delicious lunch with grapes, green salad, and grilled fish. We ate together in front of our beach house and watched the calm sea. I felt happy. It was the most beautiful day of the summer.

7 Read the text on page 25 again and answer the questions.

1. Where did Linda and her family stay last summer?
   ..... .
2. Which sea animals did Linda see?
   ..... .
3. Linda saw something very bad in the sea. What was it?
   ..... .
4. Who helped the jellyfish?
   ..... .
5. Why were Linda's parents very happy?
   ..... .
6. What did they buy from the local market next morning?
   ..... .

8 Group the food.

chips | green salad | noodles | yoghurt | sweets | broccoli

hamburger | fish | chocolate | eggs | nuts | sausages

spinach | ice cream

HEALTHY FOOD	UNHEALTHY FOOD
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....



THEME 1

SCHOOL LIFE

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-themes

School rules
People, roles, and responsibilities at school
School routines
National days and celebrations

WARM-UP FOR WELL-BEING
GO TO 191 PAGE

Functional Language

Giving commands
Describing routines and permanent situations
Asking or giving permission
Expressing obligations or rules
Indicating who is involved in the action
Asking about things, people, and the time of an event
Referring to specific or non-specific nouns

Social Language Expressions

Please! No chewing gum in class!
Our school always puts on a show for important days!
We had a blast at our school celebration!



Remember to celebrate our national days with honour and respect.

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. school subjects
b. school life




DIGITAL STORY
a school nurse
a cleaner
a caretaker
a headteacher
SCHOOL RULES

1 Time to Focus

Listening/Watching Comprehension

a Watch the digital story again and tick (✓) the topics about it.

- ◯ School rules
- ◯ Timetables
- ◯ School clubs
- ◯ Responsibilities at school
- ◯ People at school
- ◯ School routines
- ◯ National days and celebrations

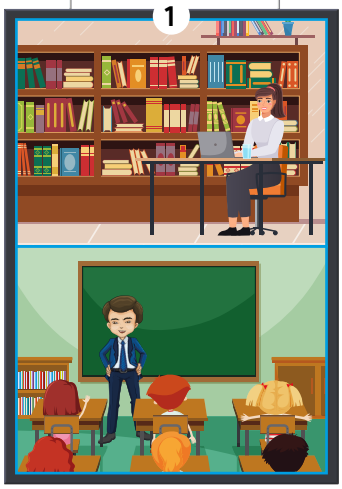
b Watch the digital story and write the titles on the suitable poster.

a School rules

b People at school

c Responsibilities at school

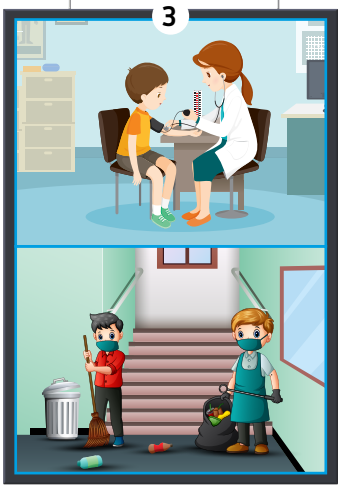
....



....



....



c Ask and answer about the posters in 1b in pairs.

Example:



Who are the people at school?

A librarian, a headteacher, a cleaner, a caretaker, and a school nurse.



d Look at the picture on pages 28 and 29. Answer the questions in pairs.

1. Who do you see in the picture?
2. Where are the people in the picture?

e Watch the digital story and put the events in the correct order.

a. The school nurse and the librarian talk about their responsibilities at school.
b. The students talk about the celebrations of national days.
1 c. The headmistress welcomes the students and introduces the people at school.
d. Mr Carter guides the students around the school and talks about roles at school.
e. Mr Carter explains the school rules and routines.

f What are the people talking about in the digital story? Ask and answer in pairs.

Example:



What is the headmistress talking about?

She is talking about the people at school.



2 Time to Say

Pronunciation

a Listen to the utterances from the digital story to notice the falls ↘ at the end of them. Then practise saying them in pairs.

Track 1.1



Today is the first day of the new term. ↘
We are in the school garden now. ↘
Please throw your rubbish in the rubbish bin. ↘

b Listen to the text and draw an arrow ↘ for the utterances with a falling intonation.

Track 1.2



Now, I must talk about some other rules.
Arrive at school on time.
Always check your timetable.
Speak kindly to your teachers and friends.
Do you obey these rules?

c Find and say two more utterances with falling intonation from the digital story. Then write them below.

1 .....

2 .....

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

Track 1.3

a Listen to the text and complete it with the correct words in the boxes. There is an extra one.

a school nurse	b caretaker	c cleaner
d counsellor	e librarian	f headmistress

Here are your teachers and headteachers. They manage the classroom and they are ready to guide you in the lessons or at the break time. This is our (1) _____. She is in charge of our school. The assistant to the headmistress helps her. Our (2) _____ is another person here. She helps you find books for your homework or projects. Our (3) _____ takes care of our school building. Our (4) _____ works really hard. She cleans our school every day.

Finally, our (5) _____ always gives us medical advice. You can visit her when you don't feel well.

b Watch the digital story and talk about the people at school in pairs.

Example:



Who is the headmistress?

Ms Aslan is the headmistress.

What does she do?

She is in charge of the school.



c Look at the picture on pages 28 and 29. Tick (✓) the school rules you see.



d Talk about the school rules in 3c in pairs.

Example:



We must throw our rubbish in the rubbish bin.

We can't bring food or drink into the classroom.



4 Time to Play

Go to page 155

a Roll the cube in turns to play the game. Ask and answer questions about the school routines.

Example:



What do you wear at school?

I wear a school uniform.



i Each correct answer is 10 points. Get 100 points to win the game. Make sure you play in a fair and kind way.





1 what/wear

2 what/bring

3 what time/arrive

4 OOPS! GO BACK TO THE START!

5 where/have lunch

6 where/play

7 where/go

8 MOVE ONE STEP FORWARD!

9 where/stand in line

10 where/throw

11 MOVE ONE STEP BACK!

12 what time/leave

13 when/do



b Write three sentences you remember in your notebooks when you finish the game.

5 Time to Keep in Mind

Language in Use

Time for a task

a **Look at Sude's daily routines. Ask and answer about her routines in pairs.**

TIME TO REMEMBER!

A: When do you go to the library?
B: I go to the library in the afternoons.
A: What do you do in the library?
B: I do my homework.

Daily Planner

- **In the morning**
  have breakfast and go to school
- **In the afternoon**
  come back home and go to the library
- **In the evening**
  read books and watch TV

EXAMPLE:



When does Sude go to school?



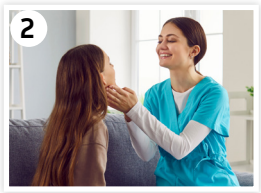
She goes to school in the morning.

b **Read the text and guess the people in the photos. Ask and answer questions about them in pairs.**



Let me introduce the people in my school. Ms Lily is the school nurse. She gives us medical advice. Ms Korkmaz is the librarian. She organises books in the library. Mr Hall is the caretaker. He takes care of the school building. Ms Walker is the science teacher. She teaches in the science lab.









EXAMPLE:



She organises the books in the library. Who is she?



She is Ms Korkmaz. She is the librarian.

TIME TO REMEMBER!

I am Mark.
I am a student. I follow my teacher's instructions.

c **Say and write the school rules under the photos. Then talk about them as in the example.**

TIME TO REMEMBER!

You must arrive at school on time.
You can't throw rubbish on the ground.

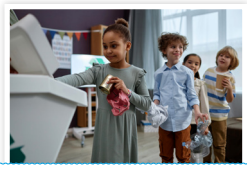


EXAMPLE:



You can't bully your classmates.

Don't bully your classmates. / You can't bully your classmates.



1. .....



2. .....



3. .....



4. .....

6 Time to Play

Go to page 157

a Roll the cubes at the same time. Land on a box and make a sentence using the word/phrase in it . Write your points on the scoreboard.

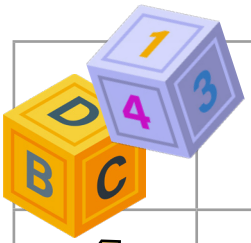
Example:

He is a caretaker.



SCOREBOARD

STUDENT A	STUDENT B



	A	B	C	D	E	F
1	bully 3 points	is 2 point	can 5 points	caretaker 3 points	library 3 points	can't 5 points
2	mustn't 5 points	-5 points	headmistress 3 points	is 2 points	When 5 points	he 2 points
3	Can I ... 5 points	doesn't 1 point	have a break 4 points	an 1 points	student 3 points	a 1 point
4	the 1 points	canteen 3 points	she 1 point	arrive 5 points	are 2 points	we 2 points
5	Does ...? 4 points	cleaner 3 points	Who 5 points	-5 points	parent 3 points	turn on/ off the lights 4 points
6	school nurse 3 points	Do ...? 4 points	corridor 3 points	an 1 point	the 1 point	What time ...? 2 points

b Write three sentences you remember in your notebooks when you finish the game.

7 Time to Explore

Reading Comprehension

a **Look at the e-mails quickly and guess what they are about.**

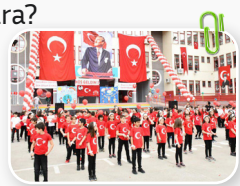
b **Read the e-mails quickly. Tick (✓) the national and religious days in the texts.**

- ☐ 30 August Victory Day
- ☐ 29 October Republic Day
- ☐ Eid-al-Adha
- ☐ Eid-al-Fitr
- ☐ 19 May Commemoration of Atatürk, Youth and Sports Day
- ☐ 15 July Democracy and National Unity Day
- ☐ 23 April National Sovereignty and Children's Day

New Mail

To : Ceren 16 April

Dear Ceren,
Hi! I hope you're doing well. You asked about my routine in your earlier e-mail. Let me tell you about my routine in İstanbul. My lessons start at 8 o'clock. We have four lessons in the morning. At lunchtime, I go to the canteen. After lunch, we have three more lessons. I leave school at half past three. In the afternoon, I normally go home and do my homework but this week I am at school with my classmates to decorate the classrooms and notice boards. You know, it's National Sovereignty and Children's Day on 23 April. We don't have any lessons that day. We have so many fun activities. We play games and perform our shows. I'm so excited about it. How is your school routine in Ankara?
Write to me soon.
Love,
Zeynep



SEND

New Mail

To : Zeynep 10 May

Dear Zeynep,
Thanks for your e-mail. It's great to hear about your school. Now, I will tell you about my routine in Ankara. I leave home early for school. It starts at 8 a.m. We have to arrive at school on time. I have breakfast with my friends in the canteen. In the morning, we have four lessons and then we have a long break for lunch. We play volleyball in the garden. We have three more lessons in the afternoon. My school finishes at 3 p.m. After school, we have rehearsals for the Commemoration of Atatürk, Youth and Sports Day. On 19 May, we celebrate it with joy. We have sports events and we show our skills. That's all for now. I hope we can meet one day.
Best wishes,
Ceren



SEND

c **Read the e-mails carefully and complete the chart.**

	Zeynep	Ceren
She lives in ...		
Her lessons start at ...		
She has .... lessons a day.		
Her lessons finish at ...		
She prepares for ...		

d **Read the e-mails carefully again and match the questions with their answers. There is an extra one.**

1. When is the National Sovereignty and Children's Day?
2. What do Zeynep and her friends do on Children's Day?
3. Who lives in İstanbul?
4. What do Ceren and her friends celebrate on 19 May?
5. Who has breakfast at the canteen?

1 2 3 4 5

a. It is on 15 July.
b. Ceren.
c. It is on 23 April.
d. They play games and perform shows.
e. They celebrate Commemoration of Atatürk, Youth and Sports Day.
f. Zeynep.

8 Time to Note Down

Writing

a **Ask and answer about the school routines. Complete the table in pairs.**

My friend's school routine
She/He arrives at school .....
At lunchtime, she/he .....
She/He has ..... lessons a day.
She/He leaves school at .....
After school, she/he .....

Example:



What time do you arrive at school?

I arrive at school at ... .



b **Write about your and your friend's school routines and compare them.**

I arrive ...

My friend arrives at school at ...
At lunchtime, she/he ...
She/He has ...

c **Read your friend's school routines to the whole class. Are there any routines same as yours? Give feedback to each other.**

9 Time to Learn More

CLIL & Culture

a Look at the signs in 9b and guess what they mean. Then read the texts to check your guesses.

b Read the texts quickly and write the names of the countries under the signs.



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

In some countries, there are interesting rules and people must obey them. Here are some examples.

In Italy, you cannot eat food near the historical sites. Also, you cannot feed pigeons in many cities. These rules help protect historical places.

In Greece, you cannot wear high heels in ancient cities. This rule helps protect ancient stones.

In Singapore, you mustn't chew gum in public. This rule helps keep the city clean.

In Oshawa, Canada, it is illegal to climb a tree or attach any objects to it. This rule protects trees from damage.

In Thailand, you mustn't wear shorts or flip-flops in temples. This rule symbolises respect for the cultural traditions.

Each country has its own rules to keep people safe and protect the environment. It is important to respect local laws while travelling.

c Read the texts again. Ask and answer questions about the interesting rules in the countries.

Example:



What can't you do in Singapore?

You can't chew gum in public.



d Think about your own country. Are there any interesting rules? Talk in pairs.

Example:

I can't ... in my country.



10 Time for a Story

a **Look at the pictures quickly and answer the questions.**

1. Where are the characters?
2. Which national day is it?

CELEBRATIONS AT OUR SCHOOL



Mr Demir : Hey, kids! Today, we are planning activities for the 29 October Republic Day celebration. Are you ready?



Pelin : I'm so excited because we had a blast at our school celebration last year!

Leo : Our school always puts on a show for important days. It's so exciting!

Mr Demir : Definitely! We must do it better this year. You can participate in activities. Don't forget to attend the meetings.



Ege : How often do we have meetings?

Daisy : Sir! When can we have a break?

Mr Demir : Daisy, you must raise your hand before you speak! By the way, I noticed you chewing gum in class. Please! No chewing gum in class!

Daisy : I'm sorry, sir. I won't repeat that.



Mr Demir : Ege, let me answer your question first. The celebration committee will meet three times a week. Our next meeting is on Wednesday. You can search for poems and songs about 29 October Republic Day. We can also organise competitions. Until our next meeting, try to come up with different ideas. Then we will decide and finalise our preparations!

Ege : Sure, that sounds great! I can't wait. See you later, Mr Demir.

b **Read the picture strip story carefully and act out in groups.**

c Read the questions about the picture strip story and think about them.



Time to Think

1. What are they planning?
2. Which rules does the teacher talk about?
3. How often does the celebration committee meet?
4. When is the next meeting?
5. What must the students do until the next meeting?

d Ask and answer the questions in 10c in pairs.

Example:



What are they planning?

They are planning activities for 29 October Republic Day.



e Suppose that you are a headmaster/headmistress. Talk about important school rules.

Example:

Dear students! You must/mustn't ... .



11 Time for a Project

Follow the instructions and do your project.

How to make a dream school

1. Think about your dream school.
2. Make a list of people and their responsibilities at the school.
3. Label each person.
4. Make a list of school rules.
5. Draw pictures of them and make a poster.
6. Present your poster to your class.
7. Remember to give positive feedback on your classmates' projects.

This is my dream school. There are a lot of people here. We must speak kindly to them.



12 Time to Check Your Progress

Reflection

Colour the puzzle pieces.

At the end of this theme, I can talk and write about...

- school rules
- people, roles, and responsibilities at school
- school routines
- national days and celebrations

Got it! Need help! Confused!

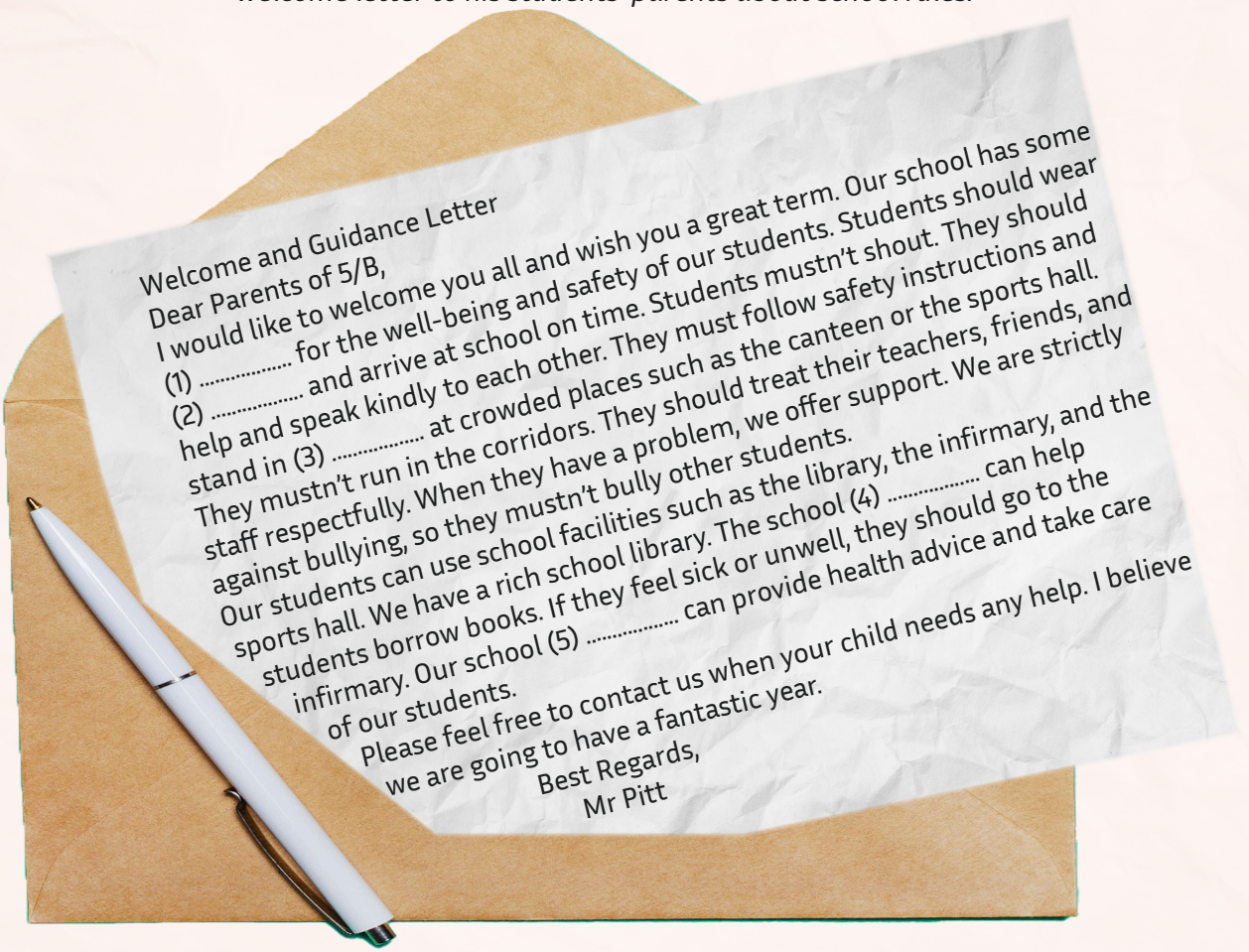
Time to Practise

Time to check

1 **Read the letter and complete it with the correct words below. There is an extra one.**

librarian	line	uniforms	headmaster	nurse	rules

Mr Pitt works at Atatürk Lower Secondary School as an English teacher. He sends a welcome letter to his students' parents about school rules.



Welcome and Guidance Letter

Dear Parents of 5/B,

I would like to welcome you all and wish you a great term. Our school has some (1) ..... for the well-being and safety of our students. Students should wear (2) ..... and arrive at school on time. Students mustn't shout. They should help and speak kindly to each other. They must follow safety instructions and stand in (3) ..... at crowded places such as the canteen or the sports hall. They mustn't run in the corridors. They should treat their teachers, friends, and staff respectfully. When they have a problem, we offer support. We are strictly against bullying, so they mustn't bully other students.

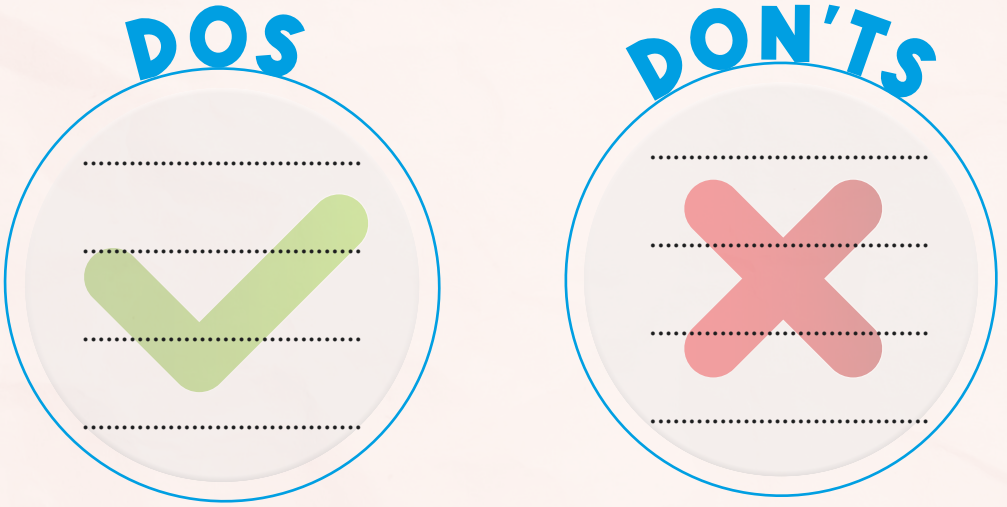
Our students can use school facilities such as the library, the infirmary, and the sports hall. We have a rich school library. The school (4) ..... can help students borrow books. If they feel sick or unwell, they should go to the infirmary. Our school (5) ..... can provide health advice and take care of our students.

Please feel free to contact us when your child needs any help. I believe we are going to have a fantastic year.

Best Regards,

Mr Pitt

2 **Read the letter again. Group the school rules.**



3 **Write about Sam's school routines.**



Sam gets up at half past seven.

4 **Ask and answer about Sam's routines in pairs.**

Example:





5 **Listen to the sentences and draw ↘ for each sentence.**

Example:

I would like to welcome you all. →

Track 1.4

1. Do not bully others.
2. Follow the instructions carefully.
3. Being punctual is important at our school.
4. Everyone wears a uniform at school.
5. Students arrive at school at 8 a.m.



THEME 2

CLASSROOM LIFE

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-themes

WARM-UP FOR WELL-BEING GO TO 191 PAGE

Classroom rules and instructions
Daily and study routines
Activities in the classroom
Cardinal numbers 100-500
Ordinal numbers 1-50

Functional Language

Describing the responsibilities of different roles in a classroom and daily routines and study routines in a classroom
Confirming general truths, actions, or habits
Expressing the presence of something or somebody
Making polite offers, suggestions, or requests
Replacing nouns that receive the action in a sentence
Replacing nouns to indicate specific things
Expressing the frequency of actions or events
Describing general and impersonal obligation
Asking about time of actions

Social Language Expressions

That's fantastic!
Can I be excused?
Sorry, I don't get it! Could you explain again?
Can we take a break?
I'm stuck on this English problem!



Show respect by obeying classroom rules and listening to your teachers.

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. classroom life
b. technology in the classroom




Ask for help.
Be ready!
Do your best!
Share ideas.
DIGITAL STORY
Information Technology (IT)
English Reading
a bin
a smart board
a dictionary
a seat
100 One hundred
150 One hundred and fifty
200 Two hundred
250 Two hundred and fifty
300 Three hundred
350 Three hundred and fifty
400 Four hundred
450 Four hundred and fifty
500 Five hundred
A-Z

1 Time to Focus

Listening/Watching Comprehension

a Watch the digital story again and tick (✓) the topics about it.

- ☐ School subjects
- ☐ Classroom rules
- ☐ Timetables
- ☐ After school activities
- ☐ Responsibilities in the classroom
- ☐ Study routines and activities
- ☐ School friends

b Watch the digital story and write the titles on the correct poster.

a Classroom rules and instructions

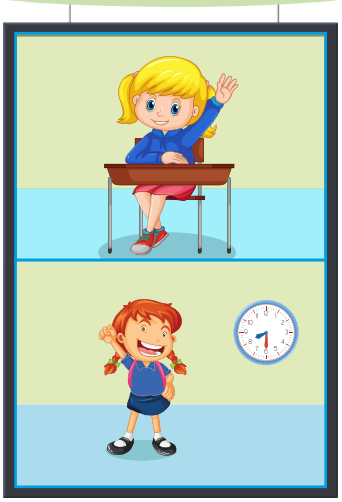
b Responsibilities in the classroom

c Study routines in the classroom

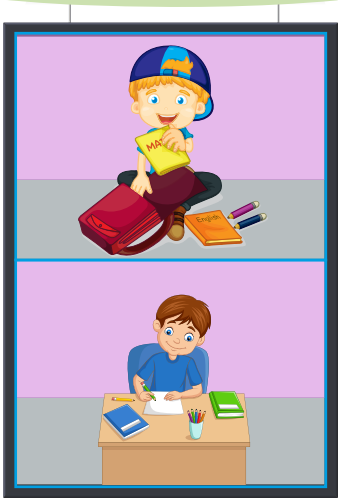
1-.....



2-.....



3-.....



c Ask and answer about the posters in 1b.

Example:



What do we have to do in the classroom?

We have to take notes.



d Look at the picture on pages 44 and 45. Answer the questions in pairs.

1. Which school subjects do you see?
2. Which classroom rules do the students obey?

e Look at the sentences from the digital story. What are they talking about?

Murat

We can prepare our presentation in the IT lesson.

Emre

We have to take care of the classroom objects and keep the classroom tidy.

In each group, there will be a monitor. I can always help, too.

Teacher

Take notes during the presentations and ask questions.

Example:



What is Emre talking about?

He is talking about responsibilities in the classroom.



2 Time to Say

Pronunciation

a Listen to the utterances from the digital story. Notice the rises ↗ and falls ↘ in the sentences. Then practise saying them in pairs.

eba Track 2.1



You can't work individually.

You shouldn't ask me for extra time.

You shouldn't be late.

b Listen to the text. Draw a rising ↗ or falling arrow ↘ for each sentence.

eba Track 2.2



I'm a student at Atatürk Lower Secondary School. It isn't a big school. So, there aren't many students. I have got some close friends at school. We aren't in the same class. We only meet at the break time.

c Find and say two more utterances with rising and falling intonations from the digital story. Then write them below.

1 .....

2 .....

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

Track 2.3

a Listen to the text and complete it with the correct phrases in the boxes. There is an extra one.

a clean their desks	b discuss in pairs	c match the pictures
d complete their worksheets	e arrive on time	f take their seats
g present their work	h bring their materials	

Students have to (1) _____ for lessons. When students come in, they must (2) _____ quickly. They should not forget to (3) _____. Students can (4) _____ to practise their lessons.

When the teacher asks, students must (5) _____ to the class and (6) _____. At the end of the lesson, they have to (7) _____.

b Take turns to say the instructions in 3a. Then act them in pairs.

Example:



Take your seat.



c Look at the picture on pages 44 and 45. Tick (✓) the school subjects you see.

☐ Information Technology	☐ English Reading	☐ Turkish	☐ Visual Arts
☐ Religion and Morals	☐ Social Studies	☐ Music	☐ Tales and Legends

d Talk about the school subjects in 3c in pairs.

Example:



Do you like IT lessons?

Yes, I do.



e Look at the picture on pages 44 and 45. Write the numbers.

Cardinal Numbers

500 .....
450 .....
400 .....
350 .....
300 .....
250 .....
200 .....
150 .....
100 one hundred

Ordinal Numbers

1st first
2nd .....
3rd .....
4th .....
5th .....
6th .....
7th .....
8th .....
9th .....
10th .....
20th .....
30th .....
40th .....
50th .....

4 Time to Play

a **Read the instructions on the sticky notes and play "Sam Says" game.**

i

Choose a student as Sam.
Sam gives instructions to the whole class.
Do the instructions beginning with "Sam says."
The students who do not follow Sam's instructions are out of the game.
The last student is the winner of the game. She/He can be the new "Sam".
Make sure you play in a fair and kind way.

Raise your hand.

Take notes.

Stand up.

Listen to the teacher.

Do your homework.

Throw the rubbish into the bin.

Turn to your partner.

Talk to your classmate.

Read a book.

Pack your things.

Look at the screen.

Draw a picture.

Touch your desk.

Return to your seats.

Point at the board.

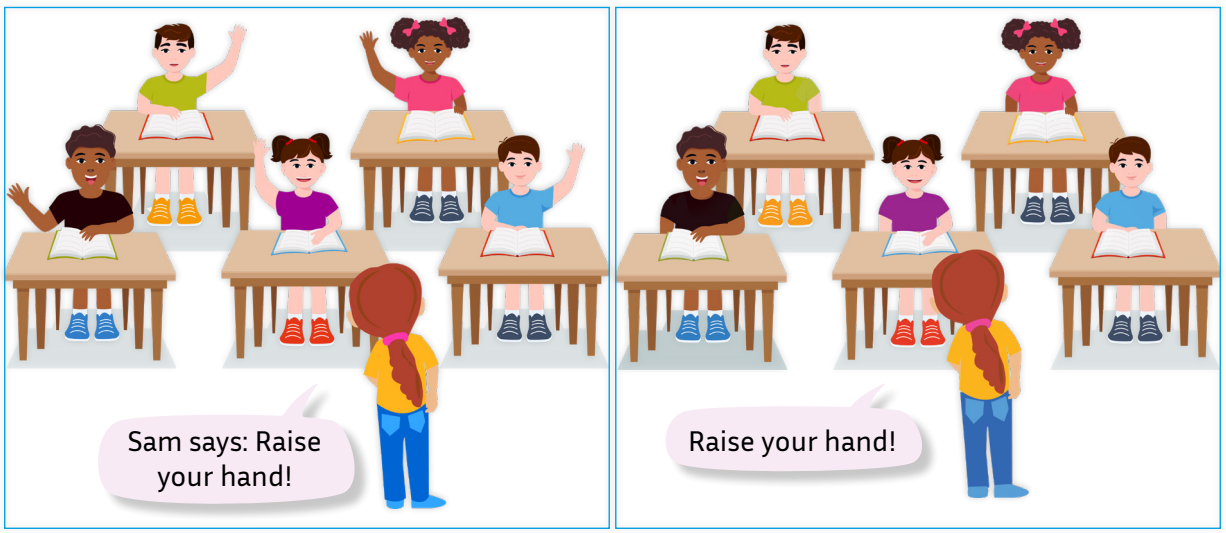
Count from 150 to 155.

Sing a song.

Draw a picture.

Count from 375 to 380.

Example:



5 Time to Keep in Mind

Language in Use

Time for a task

a **Read the dialogue and talk about the classroom instructions. Then act them out as a whole class.**

TIME TO REMEMBER!
This is the list of our classroom rules. You have to follow the instructions. Do your best!

Mr Kaya : Good morning, class! Before we start our lesson, look at the board, please. These are the rules you have to obey in our classroom.
Aysu : What are they, Mr Kaya?
Mr Kaya : First, don't forget to arrive on time and take your seats before the teacher comes.
Class : OK, sir!
Mr Kaya : Always bring your materials. That is an important point. Follow your teachers instructions and raise your hand before you speak.



Example:

Don't forget to arrive on time.
You have to arrive on time.

b **Look at the notes. Ask and answer about them in pairs.**

7 p.m.	11 a.m.	1 p.m.	4.30 p.m.
do homework	Religion and Morals lesson finish	have lunch	arrive home

TIME TO REMEMBER!
A: What time does the Robotic Coding lesson start?
B: It starts at 10 o'clock in the morning.

Example:



What time do you do your homework?

I do my homework at 7 p.m.



c **Follow the path and make question tags in turns.**

TIME TO REMEMBER!
We always have to follow these classroom rules, don't we?

Example:



We usually wear uniforms, don't we?

START

We usually wear uniforms. | Mr Right sometimes gives us homework. | You always listen to your teacher.

FINISH

They usually discuss in pairs. | She never takes notes during the lessons.

d **Read the dialogue and circle the correct word in bold.**

Sue : Hey, mate! You know, there is a Science exam at 11 o'clock. You have got some books about **your/it**, haven't you?
Beth : Yes, I have.
Sue : Can you lend **it/them** to **me/her**?
Beth : Of course. Here you are.
Sue : Shall we study for the exam together?
Beth : Sure. What about Max? Shall we call **him/us**, too?
Sue : Yeah, why not?

TIME TO REMEMBER!
There are Maths and IT exams after break time. Shall we do a quick review before them?

6 Time to Play

Go to page 159

a Roll the cube. Make sentences and act the instructions.
Reach the finish point first to win the game. Work in pairs.

Example:



I have to raise my hand before speaking and follow the instructions.





Say 2 things you have to do in the classroom.

Say 2 things an assistant to the headmaster does.

Move one step forward!

Say 1 thing a counsellor does.

Say 2 things you have to do before leaving the classroom.

Oops! GO BACK TO START!

Say 2 things you do at school.

Say 2 things you have to do before the lesson starts.

Say 2 things you have to do during a lesson.

Say 1 thing a caretaker does.

Count from 390 to 400.

Move one step back!

Say 2 things you do in a Music lesson.

Say 2 things you do in an Art lesson.

Count down from 500 to 495.





7 Time to Explore

Reading Comprehension

a Look at the page below quickly. Where is it from?

a. a school magazine **b**. a newspaper

b Read the texts quickly and write the topics in the boxes.

11 January

ATATÜRK LOWER SECONDARY SCHOOL WEEKLY MAGAZINE

Golden Rules!

Be on time : (1)Arrive early, go to the classroom quietly, and take your seat.
Be kind&helpful : Share your ideas, give examples, and (2) respect your classmates.
Follow the instructions : Listen to your teacher, repeat after the teacher, copy from the board, do more practice, and finish your exercises.
Stay organised : (3) Bring your materials every day.
Keep it clean : (4) Do not throw rubbish around and keep your classroom tidy.

STAR STUDENT OF THE WEEK

This week's star student is Eymen because he always follows the rules. (5) He is also helpful and kind to his classmates.



Hi, I am Eymen. I'm a student in year 5. I like all the school subjects but my favourite is Robotic Coding. I can design my own robot in this lesson! It gives me pleasure.

NEWS FROM OUR SCHOOL

Are you ready for the school trip?
We have a trip to Troy Museum
Place: Çanakkale this Saturday, on 1st February!

Place : Troy Museum
Date : 01/02
Start : 9.00 a.m.
Finish : 4.00 p.m.

QUOTE OF THE WEEK

Educating the mind without educating the heart is no education at all.

Aristotle

Special thanks to the people at our school!



The Cleaner
Mr Yilmaz



The Assistant to the Headmaster
Ms Kule



The Counsellor
Ms Aksoy

FUN CORNER

Riddle

You're running in a race and you pass the person in the 2nd place. What place do you finish the race in?
(The answer is next week!)

c Read the underlined sentences in the school magazine on page 52 and match them with their similar meanings.

- a. A good student is always nice to his or her friends.
- b. You have to put your things into your school bag every day.
- c. You have to listen to your peers and treat them respectfully.
- 1 d. You have to attend the class on time.
- e. You have to keep your classroom clean.

d Talk about the "Golden Rules" in the school magazine in pairs.



What do the students have to do?

They have to arrive at school early.



8 Time to Note Down

Writing

a Prepare a weekly magazine page for your classroom in groups.

SCHOOL MAGAZINE

Rules in My Classroom

People at Our School

STAR STUDENT OF THE WEEK

FUN CORNER

QUOTE OF THE WEEK

Our Favourite Lessons

b Present your weekly magazine to the whole class and give feedback to each other.

9 Time to Learn More

CLIL & Culture

a Read the paragraphs and match them with the photos. There is an extra one.

A

Students are responsible for cleaning their own desks and seats in all countries. In Japan, it's a bit different. Students are also responsible for cleaning the whole classroom. Every day, they participate in a "clean-up time" activity. They have to tidy up their classroom, corridors, and even their playground. This rule helps them learn responsibility and the value of teamwork.

B

In some Spanish schools, younger students always take short naps in their classrooms. They call it "siesta." The siesta lasts 20-30 minutes. It helps students get recharged and focused in the afternoon. Studies show that short naps improve memory and support learning.

C

In Mexico, students have to take off their shoes before entering the classroom. Some students wear their slippers and others prefer walking around with their socks. This rule usually helps keep the classrooms clean and comfortable. It also creates a relaxing and homely atmosphere. So, students feel more comfortable during their lessons.


1 .....


2 .....


3 .....


4 .....

b Read the texts again and tick (✓) the correct paragraph (A-B-C) for each sentence.

	A	B	C
1 Students don't wear shoes in their classrooms.			
2 Students take care of the whole classroom.			
3 Students sleep around thirty minutes at school.			
4 Taking naps can improve the students' memory.			
5 Cleaning their classroom helps students become more responsible.			
6 Students feel like at home.			

c Are there any interesting classroom routines in your country? Share them with your class.

10 Time for a Story

a **Look at the pictures quickly and answer the questions.**

1. Where are the children?
2. What are they doing?

STUCK ON A PROBLEM



Daisy : Hey, mate. What's up?
Leo : Ugh! I'm stuck on this English problem!
Daisy : Hmm, I see.
Leo : Hey, you know the rules about words in English, don't you? Maybe you can help me.
Daisy : I have no idea. You should talk to the teacher about it.
Leo : Okay, but it's break time.
Daisy : Yeah, I guess she is in the classroom. You can go and check.



Leo : Ms Cooper, can you look at my worksheet? Sorry, I don't get it. Could you explain again?
Ms Cooper : Of course. Look at the screen. You have to follow these rules and instructions. You can also practise it from your coursebook at home.
Leo : Thank you, ma'am. Can I be excused now?
Ms Cooper : Sure, you can leave the classroom.



Daisy : Welcome again, mate.
Leo : Hi.
Daisy : Got it now?
Leo : Yeah, I have to study more.
Daisy : You're right.



Leo : What are you doing on this laptop, Daisy?
Daisy : I'm studying for my Robotic Coding project. I have to finish it until the 24th of this month. Would you like to see it?
Leo : Sure! Oh, that's fantastic!
Daisy : Can we take a break now?
Leo : Yeah, that's fine! Let's go to the canteen.
Daisy : OK.

b **Read the picture strip story carefully and act out in groups.**

c Read the questions about the picture strip story and think about them.



Time to Think

1. Which lesson does Leo have a problem with?
2. Who does Leo ask for help first?
3. What does Ms Cooper advise Leo to do at home?
4. Which school subject is Daisy studying for?
5. What is the deadline for Daisy's project?

d Ask and answer the questions in 10c in pairs.

Example:



Which lesson does Leo have a problem with?

He has a problem with English lesson.



11 Time for a Project

Follow the instructions and do your project.

How to make a dream classroom

1. Think about your dream classroom.
2. List the rules, study routines, and responsibilities for it.
3. Draw pictures of them.
4. Create a poster with your list and drawings.
5. Present your poster to your class.
6. Remember to give positive feedback on your classmates' projects.

This is my dream classroom. We have Art lessons every day. We have to clean our desks after the lessons.



12 Time to Check Your Progress

Reflection

Colour the bricks.



At the end of this theme, I can talk and write about...

classroom rules and instructions	roles, responsibilities, and relationships in the classroom	
daily and study routines, and activities in the classroom	cardinal numbers 100-500	ordinal numbers 1st -50th

Got it!

Need help!

Confused!

Time to Practise

Time to check

1 **Read the text quickly and write a suitable title for it.**

.....

It is important to arrive at the classroom on time and bring your materials. You have to enter the classroom quietly and take your seat before the lesson starts. You have to listen to the teacher carefully, take notes, and copy from the board during the lessons. When you have a question, you have to raise your hand. It is important to work in pairs or in groups during the lessons. You can discuss the topic and check your answers together when you finish the exercise.

Remember to clean your desk, pack your things, and leave the classroom tidy after the lessons. You want to be successful, don't you? So, you have to follow the rules, do your homework regularly, and study for your lessons.

2 **Read the text again and write three examples in each category.**

Classroom Rules

Study Tips

3 **Ask and answer questions about the classroom rules and study tips in the text.**

Example:



What do we have to do before the lesson starts?

We have to enter the classroom quietly and take our seats.



4 **Listen to the text and draw ↗ and ↘ for each sentence.**

Track 2.4

Many people think talking to a counsellor is easy but it can be difficult for some. Some people do not feel like the counsellor understands them. They are too worried or shy to share their feelings. Counsellors help these people. They listen carefully and support them. Counsellors give advice and help people find solutions to their problems. Maybe they do not help you with every problem. However, talking to a counsellor can make you happy and relaxed.

5 **Talk about the people at your school.**






Example:



What does a teacher do at school?

She/He teaches new things to the students.



6 **Look at the roles in Activity 5. Imagine you are one of them. Talk about the things you can do.**

Example:



I'm a counsellor. I can help students.

7 **Find the correct pattern. Follow the numbers find the correct exit.**

START					
one hundred	one hundred and twenty-five	one hundred and fifty	three hundred and twenty-one	three hundred and six	
four hundred and fifty-two	four hundred and ninety	one hundred and seventy-five	two hundred	two hundred and eleven	1st exit
one hundred and nine	two hundred and sixty-three	four hundred and four	two hundred and twenty-five	one hundred and thirteen	
three hundred and twenty-five	three hundred	two hundred and seventy-five	two hundred and fifty	two hundred and thirty-six	2nd exit
three hundred and fifty	three hundred and seventy-five	four hundred	four hundred and twenty-five	one hundred and thirty-eight	
one hundred and twelve	two hundred and eighty-seven	three hundred and three	four hundred and fifty	four hundred and seventy-five	3rd exit



8 **Write three numbers important for you in your notebooks. Ask and answer in pairs. What do these numbers symbolise?**



Is it your school number?

No, it's the number of the books in my bookcase.







THEME 3

PERSONAL LIFE

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-themes

Body parts and physical appearance
Clothing and dressing
Personality traits

WARM-UP FOR WELL-BEING
GO TO 191 PAGE

Functional Language

Describing actions happening now
Confirming ongoing actions
Comparing two people or things
Replacing nouns to indicate possession
Showing ownership in relation to nouns
Indicating relationships or possession

Social Language Expressions

Hold on! I'll be back in a jiffy!
It's not fair!
I'm not sure!
That's cool!



Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. physical appearance and clothes
b. clothes shop in the city




eba
DIGITAL STORY
wavy blonde hair
short and plump
tall
Open
Menu
Coffee

1 Time to Focus

Listening/Watching Comprehension

a Watch the digital story again and tick (✓) the topics about it.

- ☐ body parts
- ☐ physical appearance
- ☐ weather conditions
- ☐ personality traits
- ☐ school clubs
- ☐ clothing and dressing

b Watch the digital story and complete the sentence correctly.

Alice and Melis find

- **a.** a treasure chest.
- **b.** an old wardrobe.
- **c.** their teacher's clothes.

c Watch the digital story and match the titles with the pictures.

a. Physical Features **b.** Clothing **c.** Personality Traits

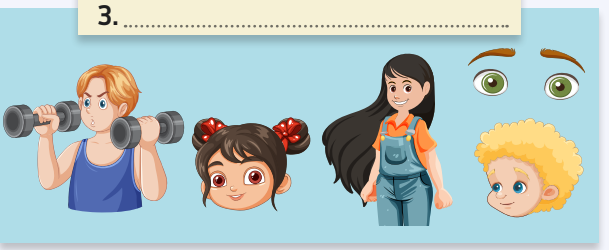
1. .....



2. .....



3. .....



d Ask and answer about 1c in pairs.

Example:



What is Alice wearing?

She is wearing a red dress.



e Look at the picture on pages 60 and 61. Answer the questions in pairs.

1. What are the people doing?
2. How many clothes do you see in the shop windows?

f Look at the sentences from the digital story. What are the children talking about?

Alice

There is a purple jacket, a pair of black socks, and an orange blouse here.

There are silver earrings, rings, and a necklace.

Melis

Your hands and feet are getting bigger now.

Oh, don't be so shy. Be brave.



What is Alice talking about?

She is talking about clothing.



2 Time to Say

Pronunciation

a Listen to the utterances from the digital story. Notice the rises and falls in each sentence. Then practise saying them in pairs.

eki Track 3.1



You are kidding, aren't you? ↗

Is there a mirror here? ↘

Whose clothes can they be? ↗

b Listen to the dialogue and draw a rising ↗ or falling arrow ↘ for each sentence.

eki Track 3.2

Maya : Is Lily wearing a red coat today?

Mustafa : No, she isn't. She is wearing a yellow raincoat and brown boots. She is carrying a small handbag, isn't she?

Maya : Yes, she is. She looks beautiful with a friendly smile on her face. What do you think about her?

Mustafa : I think she is nice and clever.

c Find and say two more utterances with falling and rising intonations from the digital story.

1 .....

2 .....

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a Listen to the text and complete it with the correct words in the boxes. There is an extra one.

Track 3.3

a a headscarf	b a belt	c trousers	d a hoodie	e an umbrella
f flip-flops	g trainers	h boots	i a shirt	j a coat

I'm Beyza. Today, I am wearing (1) _____ and leggings. The weather is a little cold, so I am wearing (2) _____. I usually wear (3) _____ because they are comfortable. I don't like (4) _____ but I wear them on rainy days. In summer, I usually wear a T-shirt, (5) _____, and shorts because the weather is very hot. In spring and autumn, I usually take (6) _____ with me. When I go out, I like wearing a dress and (7) _____. I sometimes wear a skirt and (8) _____ for a more casual look. I also have a pair of (9) _____ for formal events.

b Ask and answer about Beyza's clothing in pairs.

Example:



What's Beyza wearing today?

c Watch the digital story again. Tick the body parts you hear.

- ☐ hand ☐ feet ☐ arm ☐ neck
- ☐ toe ☐ eye ☐ chin ☐ ear
- ☐ heart ☐ nose ☐ teeth ☐ finger
- ☐ face ☐ back ☐ bone ☐ head
- ☐ skin ☐ tongue

d Talk about the changes in Melis and Alice's bodies.

Example:



Alice's hands and feet are getting bigger.

e Watch the digital story again. Circle the words about physical appearance and personality traits.

ugly · clever · nervous · weak · blonde · chubby · tidy · tall · dark · lazy · noisy · plump · rude · quiet · old · serious · wavy · worried · sweet · curly · naughty

Physical Appearance

.....

.....

Personality Traits

.....

.....

f Group the given adjectives in 1e.

She is wearing a hoodie and leggings.



4 Time to Play

a Choose a card and take turns to ask questions about the character on your friend's card. Then try to guess who she/he is.

Example:



Is it male or female?

Has he got fair hair?

Male.

Yes, he has got fair hair.



YAĞIZ



Age : 13
Weight : 40 kg
Height : 157 cm
Personality : brave
cool

GÜL



Age : 45
Weight : 50 kg
Height : 162 cm
Personality : helpful
polite

SAM



Age : 12
Weight : 38 kg
Height : 143 cm
Personality : clever
kind

LIAM



Age : 9
Weight : 30 kg
Height : 140 cm
Personality : friendly
tidy

CANAN



Age : 13
Weight : 60 kg
Height : 148 cm
Personality : shy
lazy

HANDE



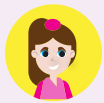
Age : 18
Weight : 47 kg
Height : 171 cm
Personality : funny
happy

MERT



Age : 16
Weight : 51 kg
Height : 165 cm
Personality : careful
creative

ESRA



Age : 12
Weight : 39 kg
Height : 145 cm
Personality : nice
tidy

VINCENT



Age : 12
Weight : 52 kg
Height : 159 cm
Personality : brave
helpful

LILY



Age : 16
Weight : 52 kg
Height : 173 cm
Personality : hardworking
clever

SUZAN



Age : 13
Weight : 55 kg
Height : 143 cm
Personality : sweet
funny

ALİ



Age : 62
Weight : 80 kg
Height : 161 cm
Personality : serious
quiet

5 Time to Keep in Mind

Language in Use

Time for a task

a Look at the picture. Ask and answer in pairs.

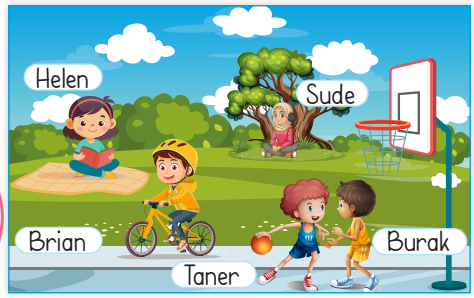
Example:



Helen isn't running, is she?



No, she isn't. She is reading a book.



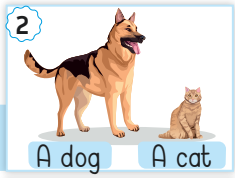
TIME TO REMEMBER!

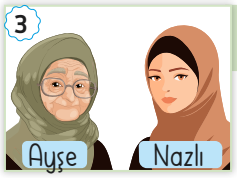
A: My brother is playing football in the garden, isn't he?
B: Yes, he is.

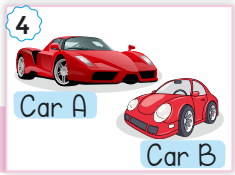
b Look at the pictures and compare them.

Example:
Mike is stronger than Ethan. He can carry heavy things.









TIME TO REMEMBER!

I'm taller than my brother. I can play basketball better.

c Read the sentences from the digital story and rewrite them.

TIME TO REMEMBER!

I have got long straight dark hair and brown eyes.

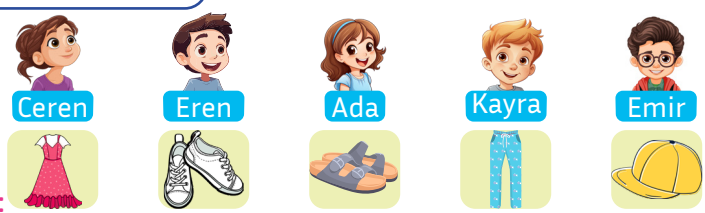
Melis : (1) Your hands and feet are getting bigger now.
Alice : (2) You are taller and your hair is longer and darker than usual.
Melis : (3) Your hair... It's shorter and lighter. You've got curly fair hair now.
Alice : (4) Look at my eyes! I have got hazel eyes now.
Melis : (5) My bones are getting bigger and I feel stronger. (6) Look at my eyebrows and eyelashes! They look lighter.

Example:
1. Alice has got bigger hands and feet now.
2. .....
3. .....
4. .....
5. .....
6. .....

d Ask and answer about the pictures below.

TIME TO REMEMBER!

A: Whose coat is it? Is it your coat?
B: No, it isn't mine. It can be Ceylin's.



Example:



Look at that pink dress. Whose dress is it? Is it Ada's dress?

No, it isn't hers. It can be Ceren's.



6 Time to Play

a Take turns and flip over a coin. Reach the finish first and win the game.

Example:



They are watching TV.

- Say what they are doing in the picture.
- Make sentences with have/has got.
- Compare the people and things.



b Write three sentences you remember in your notebooks when you finish the game.

7 Time to Explore

Reading Comprehension

a Look at the photos below quickly. What do they look like?

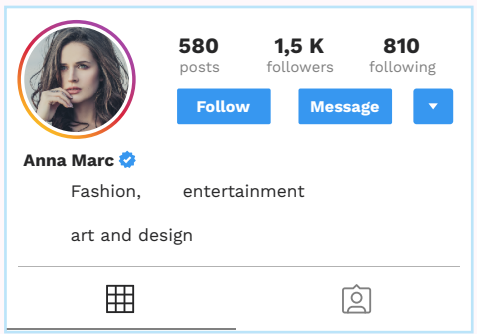
b Read the text quickly and complete it with the words in the box. There is an extra one.

brunette tall eyes ear creative strong casual

FASHION CORNER



Today, I'm writing about two celebrities, Anna Marc and Magic Bright. Let's start with Anna Marc. She is a famous fashion designer. She is short and slim. She is only 48 kilogrammes. She has got long (1) ..... hair and bright blue (2) ..... . She is always careful about her job. I think she is helpful and more (3) ..... than many other fashion designers. She designs beautiful clothes. She shares posts about her daily life and work on her page. She always wears fashionable clothes. She is wearing her special yellow dress today. She looks more attractive in it. I love her and her designs so much.



Now it's time to learn about Magic Bright. He is a famous basketball player. He is taller and younger than the other players in his team. He is 1.93 metres (4) ..... and 85 kilogrammes. He is a (5) ..... and good-looking man with brown eyes and dark hair. He rarely gets angry during the matches. He is more polite and funnier than many players in his team.



He is a bit shy. He never wears a suit or tie. He always wears 6) ..... clothes like trousers, a T-shirt, and a jacket. He is wearing a white T-shirt, jeans, and trainers today. He hates thick clothes. We can't see a jumper, gloves, or a scarf on him. I sometimes watch his matches. I'm lucky to see his games.

c Read the text carefully and complete the chart.

	Eye colour	Hair	Height	Weight	Personal traits	Clothing
Anna						
Magic						

d Ask and answer about the chart in 7c.

Example:



What colour eyes has Anna got?

She has got bright blue eyes.



e **Read the text on page 68 carefully and tick (✓) T (True) or F (False). Correct the false sentences.**

	T	F
1. Anna Marc is short and slim with brunette hair and blue eyes.	☐	☐
2. Anna Marc is more nervous than many other fashion designers.	☐	☐
3. Magic Bright is older than the other players in his team.	☐	☐
4. Magic Bright doesn't get angry easily.	☐	☐
5. Magic Bright always wears a suit and a tie.	☐	☐

8 Time to Note Down

Writing

a **Think about your favourite celebrity. Write down her/his features. Then ask questions to note down about your friend's favourite celebrity.**

My Favourite Celebrity

Physical Appearance
.....
.....
.....

Clothing
.....
.....
.....

Personality
.....
.....
.....

Your Friend's Favourite Celebrity

Physical Appearance
.....
.....
.....

Clothing
.....
.....
.....

Personality
.....
.....
.....

b **Compare your and your friend's favourite celebrities.**

My favourite celebrity is ..... . She/He has got ..... . She/He is ..... than..... .

9 Time to Learn More

CLIL&Culture

a Look at the pictures quickly and choose the correct heading.

TRADITIONAL CLOTHES DAILY ROUTINES FACTS ABOUT OUR BODY

.....



BONES

When we are born, we have 270 bones in our body. As we get older, this number drops to 206. This is because these bones also grow and join together.



BRAIN

The human brain weighs nearly 1.4 kilogrammes and works much faster than we think. It's bigger than many organs in the body. The brain has got about 86 billion nerve cells. Our brain keeps working even in our sleep.



EYES

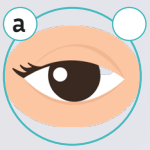
Brown is the most common eye colour in the world. About 80% of people have got brown eyes. Green eye colour is very rare. Only 2-3% of the world's population have got green eyes. What colour are your eyes? Is it rare or common?

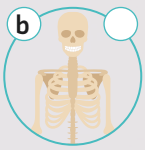


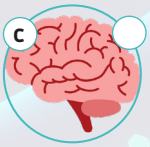
HEART

Our heart can pump around 5 litres of blood in a minute. Other organs use it. The heart continuously beats and this keeps us alive. Whose heart beats faster, a child's or an adult's? What do you think? If your answer is a child's, you are right. A child's heart beats faster than an adult's because their metabolism works harder.

b Read the text above and match the pictures with the correct definitions.

a 

b 

c 

d 

1. The organ that is responsible for vision.
2. The organ that beats non-stop to keep us alive.
3. The hard structures that support and protect our body.
4. The organ that controls our body and keeps working day and night.

c Read the texts again carefully. Ask and answer about your body in pairs.

Example:



How many bones are there in an adult's body?

There are 206 bones.



d Do you know any other interesting facts about our body? Share them with your class.

10 Time for a Story

a **Look at the pictures quickly and answer the questions.**

1. Where are the children?
2. What type of clothing do they find?

A RED HAT



Leo : Hey, look over there! There's a red hat on the floor. Whose hat can it be?
Pelin : It looks very old, doesn't it? Maybe it belongs to a teacher.
Leo : It is bigger than my head!
Pelin : That's cool. Let's find whose hat it is.
Ege : I'm not sure about it. We can't touch it.



Pelin : You can try it on. It looks good on you.
Leo : Whoa! It is so big. I can't see anything.
Pelin : Haha, you look so funny.
Leo : Hold on! There is a name inside the hat. It says Henry Cooper.



Ege : This name sounds so familiar to me. Who can it be?
Leo : I have no idea. Maybe he is a student at our school.
Pelin : Let's ask our teacher. She might know something about this name.
Ege : Good idea. Let's go, Pelin. We'll be back in a jiffy!



Ege : Hi, Ms Larson. Do you know the name Henry Cooper?
Ms Larson : Sure, I do! He was a student in our school a while ago.
Pelin : Okay! That's him. This hat is Henry's.
Ege : He doesn't even know where his hat is. It's not fair!
Ms Larson : Don't worry, kids. I can give the hat back to him.
Ege : Thanks a lot, Ms Larson. Mystery solved!

b **Read the picture strip story quickly and act out in pairs.**

c Read the questions about the picture strip story and think about them.



Time to Think

1. What colour is the hat?
2. Is the hat old or new?
3. Whose hat is it?
4. Who tries on the hat?
5. What do they do with the hat?

d Ask and answer the questions in 10c in pairs.

Example:



What colour is the hat?

It is red.



11 Time for a Project



Follow the instructions and do your project.

How to create your favourite character

1. Think about your favourite character.
2. It can be a real person, a cartoon character, etc.
3. Draw your character's picture on a poster.
4. Add clothing and accessories to your character.
5. Label the body parts and physical appearance of your character.
6. Write about the personal traits of your character.
7. Present your poster to your class.
8. Remember to give positive feedback on your classmates' projects.

This is my favourite character. She/He has got short curly dark hair. She/He is so funny. She/He wears a uniform.



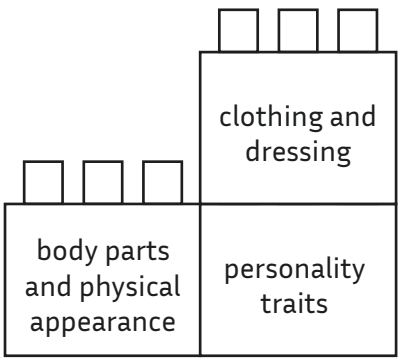
12 Time to Check Your Progress

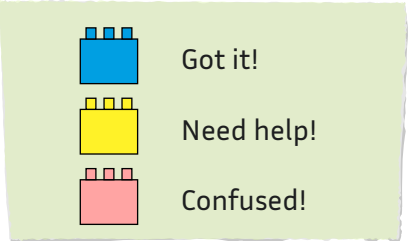


Reflection

Colour the legos.

At the end of this theme, I can talk and write about...





Time to Practise

Time to check

1 **Read the information cards and match them with the people. There is an extra one.**

1

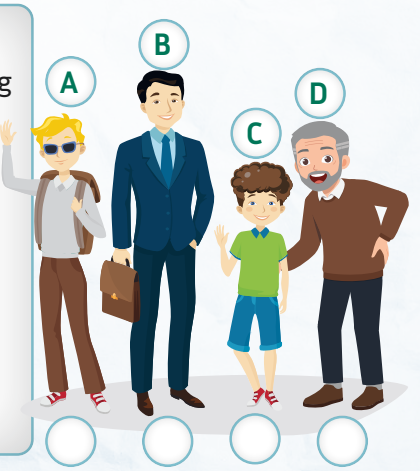
I am Caner. I am 9. I am short and slim. I am weak but brave. I'm a funny and helpful child. I have got short curly brown hair and blue eyes. I am wearing a green T-shirt and blue shorts. My trainers are red and white. I like wearing casual clothes.

2

I am Mehmet. I am 14 years old. I am of medium height. I am clever. I am a cool and friendly boy. I have got short blond hair and blue eyes. I am wearing a grey jumper, brown trousers, and red trainers. I have got blue sunglasses and a brown bag.

3

I am Cihan. I am 42. I am tall. I am strong and hardworking. I am a serious man. I have got short straight dark hair and brown eyes. I am wearing a dark blue suit, a blue tie, and black shoes. I have got a brown handbag. I haven't got a moustache or a beard.



2 **Read the information cards in Activity 1 and complete the chart.**

	Age	Physical Appearance	Personality Traits	Clothing
Caner	9			
Mehmet				
Cihan				

3 **Look at the chart in 2. Ask and answer about the people.**

Example:



Who is younger?

Mehmet is younger than Cihan, but he is older than Caner.



4 **Read the text about Robo and draw it.**

Meet the robot, Robo. It has got a shiny round head and a huge square body. Robo has got two long blue arms and two grey hands with two long fingers. Its arms can move up and down. Robo has two big bright round eyes. It has got a mouth but no ears. Robo has got two short grey legs. It makes a beep beep sound when it walks.

5 **Listen to the dialogue and draw ↗ and ↘ for each sentence.**

Track 3.4

Emir : Hey, Seda. What are you doing?

Seda : Hi, Emir. I'm studying for my English exam.

Emir : You are still studying, aren't you? When are you taking a break?

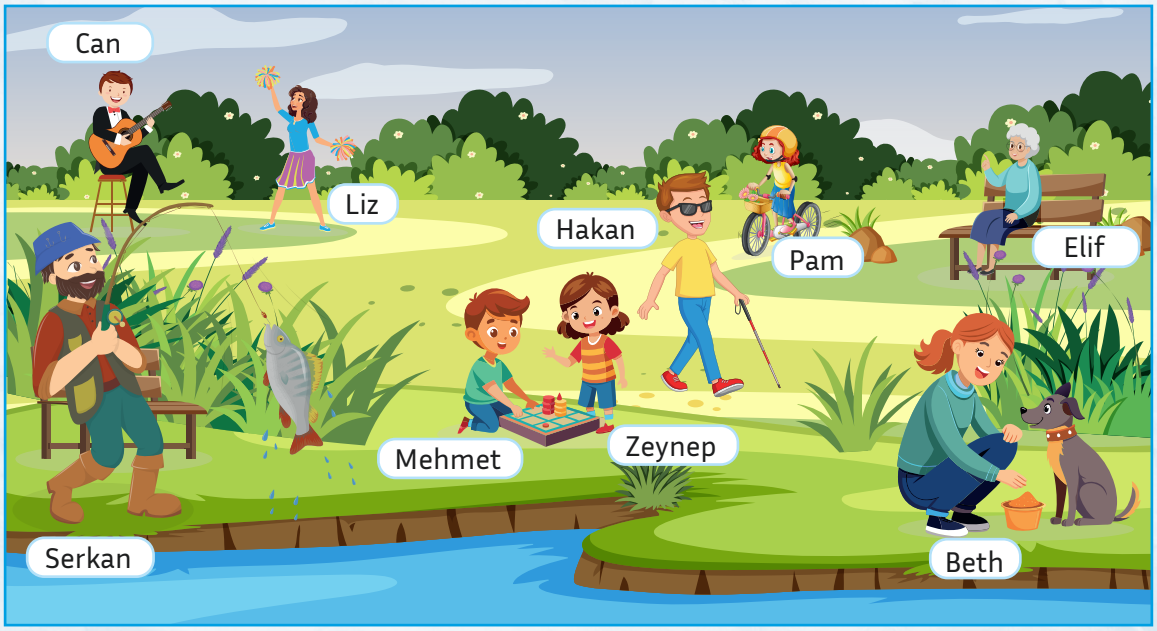
Seda : In twenty minutes. Then I'm meeting my friends at Sun Café.

Emir : You're meeting them at 3 p.m., aren't you?

Seda : Yes, we're going to have some coffee. Do you want to join us?

Emir : Sure, it sounds fun. See you there.

6 **Look at the picture and write. What are the people doing?**



Example:

Can is playing the guitar. He is wearing a black suit.



THEME 4

FAMILY LIFE

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-themes

WARM-UP FOR WELL-BEING GO TO 191 PAGE

Family members' jobs and workplaces
Daily and job routines of family members
Different types of houses

Functional Language

Describing planned future actions
Describing scheduled future events
Expressing future decisions, predictions, or promises
Indicating intentions, plans, or predictions
Asking about a place or location
Organising adverbs correctly to modify verbs, adjectives, or other adverbs
Linking actions or events to show timing
Indicating that the subject and object of a verb are the same

Social Language Expressions

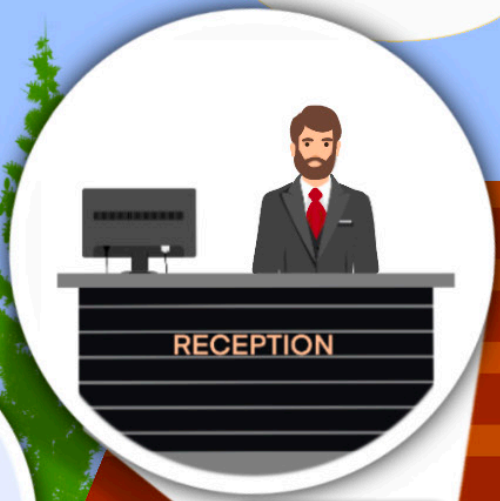
I'm on top of the world!
I can't wait to change the decoration of my room!
What's wrong with you?
I'm just kidding!
I'm so tired!



Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. family members' jobs
b. family members' hobbies



a receptionist



a musician



a nurse

a chemist



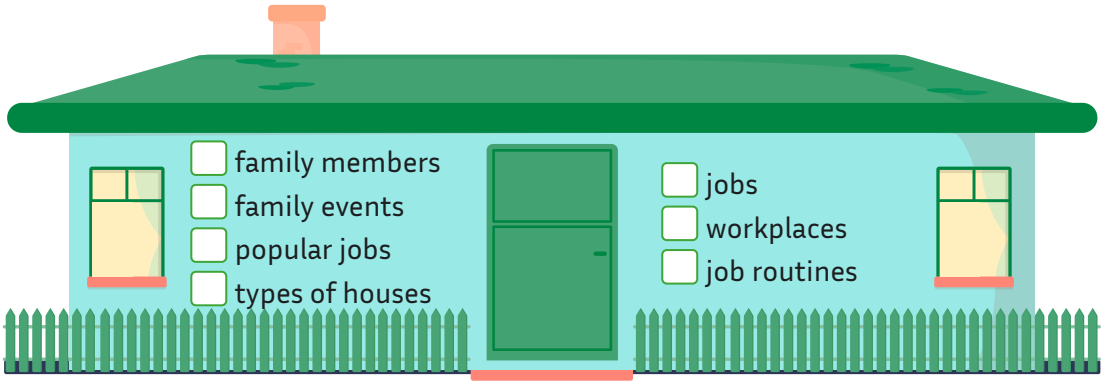
DIGITAL STORY



1 Time to Focus

Listening/ Watching Comprehension

a Watch the digital story again and tick (✓) the topics about it.



b Watch the digital story and write the correct title for each category.

1. Jobs 2. Job routines 3. Workplaces 4. Types of houses

a .....


an airport


a music studio



a hospital



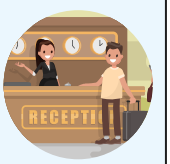
a hotel

b .....


to fly planes


to write songs and sing


to help doctors



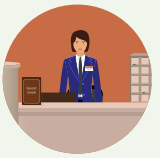
to welcome guests

c .....


a pilot


a nurse


a musician


a receptionist

d .....


a caravan


a bungalow


a skyscraper

c Ask and answer about the family members from the digital story in pairs.

Example:



Who is a receptionist?

Mehmet's dad is a receptionist.

Where does he work?

He works at a hotel.



d Look at the picture on pages 76 and 77. Answer the questions in pairs.

1. Where are the family members?
2. How many people do you see?

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

- a. Cousin Tuna tells about the type of house he will stay in.
- 1 b. Mehmet's dad talks about his daily routine.
- c. Mehmet's grandpa tells about his workplace.
- d. Mehmet's mum talks about her job.
- e. Mehmet's grandma tells about her job routine.

f What are the people talking about in the digital story? Ask and answer in pairs.

Example:



What is Mehmet's dad talking about?

He is talking about his daily routine.



2 Time to Say

Pronunciation

a Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Track 4.1

Mehmet : Is Uncle Arif at home?
Aunt : He is on the way to the airport. Pilots usually have busy schedules. He is flying to Paris tonight. He won't be back home before Monday.
Mehmet : So, he's not available either.

b Match the sentences from the digital story with the same sounds.


banana


football


e-mail


granny


bungalow


afternoon


climb


chair

1. Let's call Aunt Esra and ask her.
2. My dad will be at work.
3. It is at the new concert hall in the city.
4. I wake up early in the morning.
5. I'm so busy, Mehmet.
6. What about you?
7. He's on the way to the airport.
8. Don't doubt it, Mehmet!

afternoon

c Listen to the words in 2b and check your answers.

Track 4.2

d Read the tongue twister and try to say it as fast as you can.

My grandson and granddaughter will bake a big apple cake and bring it to my birthday party.

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

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a **Listen to the text and complete it with the correct words in the boxes. There is an extra one.**

Track 4.3

a an explorer | b a farmer | c a boss | d a pilot | e a chemist | f a musician | g a businesswoman | h a driver

There are many different kinds of jobs around us. Some people work indoors, while others work outdoors. For example (1) _____, (2) _____, (3) _____, or an artist generally work inside the buildings. The place can be an office or a studio. Their workplace is usually more controlled and comfortable. However, it's not the same for (4) _____, (5) _____, or (6) _____. They are not usually in a building but in a vehicle during working hours. So, we can say that they don't stay in one place all day. The farmer drives a tractor in the field and the pilot flies the plane in the air. Is it better to work outdoors? Maybe, who knows? For me, (7) _____'s job is the most interesting one in the world. Explorers don't have a single workplace. They travel around the world, explore the jungles, or even dive into the deep sea. They also meet new people. It must be an amazing career. What is the most interesting job for you?

b **Ask and answer about the jobs in the text in pairs.**

Example:



Where does a farmer work?

A farmer works in the field.



c **Look at the picture on page 76 and 77. Tick (✓) the people you see.**

☐ an artist ☐ a nurse ☐ a customer ☐ a cook ☐ a dentist

☐ a receptionist ☐ a coach ☐ a pilot ☐ a manager ☐ an engineer

d **Ask and answer about the jobs from the digital story in pairs.**

Example:



What is Mehmet's uncle's job?

What does he do?

He is a pilot.

He flies planes.



e Draw lines to make sentences. Then talk about jobs, job routines, and workplaces.

1. An artist	works in her office	at a garage.
2. A farmer	designs bridges and roads	at an art gallery.
3. A businesswoman	fixes cars	in the city.
4. An engineer	paints pictures	at a company.
5. A bus driver	grows fruits	at a construction site.
6. A mechanic	drives a bus	on a farm.

Example:



An artist paints pictures at an art gallery.



4 Time to Play

a Look at the reflections and think about what they are doing. Take turns to share your answers. Get 10 points for each correct guess.

Example:



There is a teacher in the first photo. She is teaching his students.



b Write three sentences you remember in your notebooks when you finish the game.

5 Time to Keep in Mind

Language in Use

Time for a task

a Watch the digital story and talk about the family members in pairs. Where will they be?

TIME TO REMEMBER!

A: Where will your cousin work after graduation?
B: I will work as a doctor in a hospital.



Example:



Where will Mehmet play football?



He'll play football in the stadium.

b Listen to Bilge's weekend plans and complete her planner. Then ask and answer about her plans in pairs.

Track 4.4

WEEKEND PLANNER	
SATURDAY	**SUNDAY**
Morning	**Morning**
going jogging at the beach	....
Afternoon	**Afternoon**
....	....
Evening	**Evening**
....	....

Example:



What's Bilge doing on Saturday morning?



She's going jogging at the beach.

TIME TO REMEMBER!

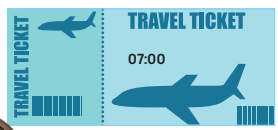
I am going to my tennis lesson on Sunday morning.

c Look at the tickets and talk about them.

TIME TO REMEMBER!

The plane leaves for New York at 9 a.m.

Example:





The plane leaves at 7 a.m.









d Match the halves of the sentences and talk about Fatih's holiday plans.

1. He's going to ride his bike ...
2. He's going to set up his tent ...
3. He's going to swim in the lake ...
4. He's going to read his books ...
5. He's going to take photos of his brother ...

a. when he gets hot.
b. while he's playing football.
c. while he's resting in the tent.
d. while the sun is shining.
e. when he arrives the campsite.

1 d 2 ☐ 3 ☐ 4 ☐ 5 ☐

TIME TO REMEMBER!

Mary is going to take a lot of photos while she is in Italy next summer.

e **Complete the text with the correct words in the box. There is an extra one.**

TIME TO REMEMBER!
You will fix the car yourself tomorrow.

herself himself ~~myself~~ ourselves themselves

This Saturday, we're so busy at home. I will feed our family pet myself when I wake up. My dad will clean our garage (1) _____ after breakfast. Then we have things to do at the basement. While my mum is cleaning the place (2) _____, I and my little brother will tidy up the shelves (3) _____. Housework is fun with cooperation!

6 Time to Play

a **Play the game in pairs. Take turns and flip over a coin. Talk about Kuzey's monthly planner as in the example.**





He's going to see the dentist on 1st November.

He will invite Alp to his house on 2nd November.





NOVEMBER

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1 Don't forget the dentist!
2 Invite Alp, maybe?	3	4 Attention! Football training!	5	6 What about buying new clothes?	7	8
9 Reservation at the restaurant!	10	11	12 Tickets for the concert!	13	14 Cooking with mum, why not?	15 Remember to finish the project!
16	17 Remember to call grandpa!	18	19	20 Not sure? Having a haircut?	21	22
23 Possibly, start a diet?	24	25 Mum's birthday party!	26	27 Maybe, watching a film?	28	29 Don't forget the school trip!
30 Remember to feed the cat!						

b **Write three sentences you remember in your notebooks when you finish the game.**

7 Time to Explore

Reading Comprehension

a **Look at the pictures quickly and guess. What is the e-mail about?**

b **Read Maya's e-mail quickly and answer the questions.**

1. When will Maya's family move into their new house?
2. Can you find and underline five different types of houses in the e-mail?

c **Look at the pictures and write the types of houses from the e-mail.**



1 .....



2 .....



3 .....



4 .....



5 .....

d **Read Maya's e-mail carefully and complete it with the sentences below.**

a. We are going to do the laundry there.
b. He is going to turn it into a game room.
c. I'm attaching a photo of our new house for you.
d. I will decorate it myself with posters.

New e-mail

From : Maya **To :** Scott



Hey mate! I can't wait to tell you all about what's going on lately. My family is moving into a new house next month and we are so excited! You know, our current house is a small flat in the city centre. We are all tired of living among apartment houses and skyscrapers. When we first saw our new house, we couldn't believe how big it was. It has everything we need, a bungalow in the countryside!
I'm planning to make the attic my own room.
(1)..... When it's finished, I will have a quiet place to study and relax. I will spend most of my time there, especially while I am doing homework, listening to music, or drawing pictures.
In our garden, we are going to build a cabin for my dad. He likes woodworking and he will use the cabin as his special space. He uses a lot of tools and equipment. He will store his items there. It will be a small and cosy cabin. I'm happy he will have a place to enjoy himself.
We will have a laundry room, too. (2)..... It's a simple room but we will also use it as a storage room.
My twin brother, Marcus, is excited because our new house has a basement.
(3)..... I will sometimes visit him but he usually prefers playing video games by himself.
We will also have an extra guest room for my grandparents and friends who visit us. Anyone staying there will feel at home.
Finally, we are going to hire a tiny house or maybe a caravan by the seaside during the summer. It will be a cute place and we will stay there during our holiday.
It's going to be a busy month for all of us. (4)..... Would you like to come and spend a weekend with us after we move in?

Send

e Read the e-mail on page 84 again and circle the correct words/phrases in bold.

1. Maya's family is tired of living in **a flat/a cave house**.
2. **Maya/Marcus** will design a room to study and relax.
3. In the garden, Maya's dad will have **a garage/a cabin**.
4. **The patio/the laundry room** is also going to be the storage room.
5. Maya's twin brother is going to have a game room **in the basement/in the corridor**.
6. The new house will have **a study room/a guest room** for the visitors of the family.

8 Time to Note Down

Writing

a Think about your dream house and take notes about it.

Is it big or small? .....
What type of a house is it? .....
How many rooms? .....
How many floors? .....

Tick (✓) extra places.

- ○ a garage
- ○ a guest room
- ○ stairs
- ○ an attic
- ○ a basement
- ○ a laundry room
- ○ a patio
- ○ a garden



b Look at your notes in 8a and describe your dream house.

My dream house is ... _____
It is ... _____
It has got ... _____
It hasn't got ... _____

c Read your descriptions to the whole class and give feedback to each other.

9 Time to Learn More

CLIL & Culture

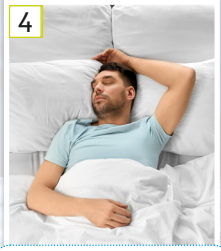
a Look at the photos quickly and guess what they are about.

b Read the text and write the names of the jobs under the photos.

1 

2 

3 

4 

5 

DIFFERENT JOBS

"What do you want to be when you grow up?" People often answer this question with jobs like doctor, teacher, or engineer, but some people dream of doing something extraordinary and fun. Here are some of these exciting jobs. Maybe you'll want to try them in the future.

Ice sculptors make amazing art out of ice! They use special equipment to turn ice into beautiful figures, like animals or castles. It's like creating magic from frozen water!

Line standers wait in lines for you. If there's a long wait for tickets, events, or sales, you can hire a line stander to hold your spot.

Professional sleepers test beds for comfort! They sleep on different beds to test if they are soft and cosy. Best job ever! Sleeping all day long!

Water slide testers try the best slides at water parks. They slide down to check if the slides are fast and safe. Splashing into the water is a part of the job!

Private island caretakers look after a whole island! They clean up beaches, plant flowers, and make sure everything is OK. Who wouldn't love working on a beautiful island?

c Ask and answer questions about the jobs in the text in pairs.

Example:



What does an ice sculptor do?

She/He makes amazing art out of ice.



d Search about the interesting jobs in your country. Talk about them in the class.



I think being a toy designer is an interesting career.



10 Time for a Story

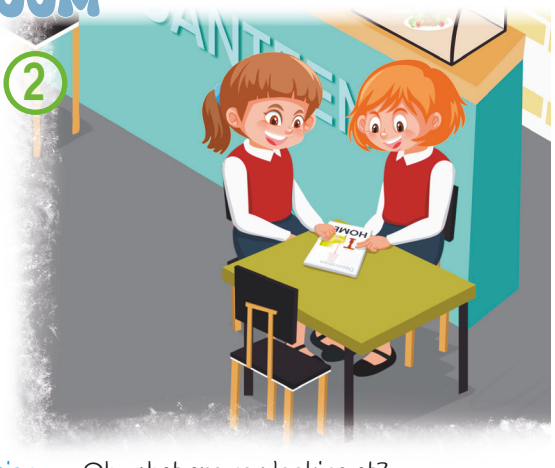
a **Look at the pictures quickly and answer the questions.**

1. Where are the girls?
2. What is Pelin looking at?

THE NEW ROOM



Daisy : Hey, Pelin! You look terrible. What's wrong with you?
Pelin : Hi, Daisy. I'm so tired.
Daisy : You moved into your new flat at the weekend, right?
Pelin : Yeah, but we're all out of energy.
Daisy : Poor you! I will get you some fruit juice. That will help.



Daisy : Oh, what are you looking at?
Pelin : Look, it's a home decoration magazine.
Daisy : Wow! Cool designer!
Pelin : Haha! Stop making fun of me.
Daisy : I'm just kidding! Are you planning to redecorate your room?
Pelin : Yes. I'm on top of the world! I can't wait to change the decoration of my room!



Daisy : What will you change first, then?
Pelin : The colour of the walls! I need a new lamp, too. I will also get some new posters from the bookshop.
Daisy : I love the idea of posters! What kind of posters will you get?
Pelin : I want some music posters, such as popular bands.
Daisy : That sounds amazing! You're going to have the best room ever!
Pelin : Thanks, bestie.



Pelin : Listen, I have an idea. How about coming to my house on Sunday? We will spend the day painting my room.
Daisy : Oh, really? I'm in!
Pelin : Great. Maybe, we can also do some "Do It Yourself" projects like painting some picture frames or making a photo wall.
Daisy : I love that! It's going to be so much fun.

b **Read the picture strip story carefully and act out in pairs.**

c Read the questions about the picture strip story and think about them.



Time to Think

1. How does Pelin feel?
2. What is the magazine about?
3. What will Pelin change in her room?
4. Will Daisy go to Pelin's new house?
5. When will the girls paint the room?

d Ask and answer the questions in 10c in pairs.

Example:



How does Pelin feel?



She feels tired.

e Imagine you are inviting your friend to your house at the weekend. Talk in pairs as in the example.

Example:



Will you come to my house for breakfast this Saturday?



Yeah, that's a great idea!

11 Time for a Project

Follow the instructions and do your project.

How to make a family tree

1. Think about your family members.
2. Draw a big tree.
3. Draw your family members in the tree and label them.
4. Write each person's job and workplace.
5. Present your poster to the class.
6. Remember to give positive feedback on your classmates' projects.

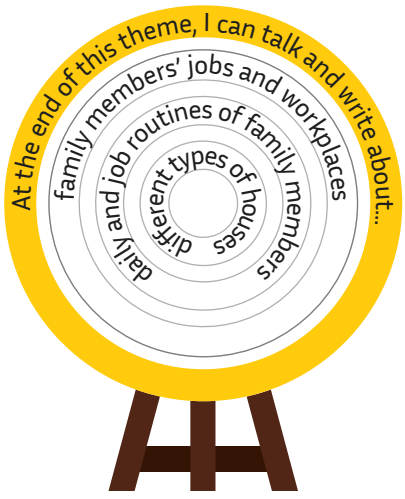
My father is a doctor and he works at a hospital. My mother is ...



12 Time to Check Your Progress

Reflection

Colour the dart circles.



Got it! Need help! Confused!

Time to Practise

Time to check

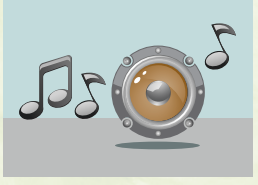
1 **Read the text carefully and complete the blanks with the tasks from the to-do list.**

To-Do List

- [ ] make a cake
- [ ] organise the music
- [ ] decorate the house
- [ ] send invitation cards
- [ ] do shopping

Hi, I am Victoria. This weekend, I am going to have a surprise party for my husband, Joseph. He is starting a new job as a manager at a factory. We will celebrate his new career with our big family. On Saturday morning, Joseph is going to go to work. First, I am going to clean all the house myself. Our children are going to (1) _____ . They will use lights and flowers. Then I am going to go to the supermarket and (2) _____ . I will also buy a present from the music shop. My mum works as a cook at a restaurant. She is going to (3) _____ and prepare sandwiches herself. The guest list is ready. My niece is going to (4) _____ by e-mail. We are going to have twenty guests at the party. My dad is a great piano player. So, he is going to (5) _____ . I am sure he will play popular songs for us. When my husband comes back home, we will welcome him to the garden all together. It will be a nice Saturday evening.

2 **Read the text again in Activity 1 and complete the sentences about Victoria's plans.**

	1	**Victoria is going to go to the supermarket.**
	2	**The children** ..... .
	3	**Victoria's mum** ..... .
	4	**Victoria's niece** ..... .
	5	**Victoria's dad** ..... .

3 Listen to the poem and underline the words with the letters "a" and "b". Then read it aloud in the class.

Track 4.5

JOBS

An actor on set, with a role to act,
In the cinema's light, day and night.

An artist paints with his brush,
Making pictures that are bright.

The driver of a bus drives on the street,
A taxi and a lorry, where the ways meet.

A businessman works all day,
In the office, making pay.

An officer, at the police station to catch,
Protecting the streets, with duty to watch.

A footballer plays the game,
Running fast and feeling brave.

4 Write predictions about your future. What will you do in 20 years?



5 Ask and answer about your predictions in Activity 4 in pairs.

Example:


Will you live in another city?

Yes, I will.





THEME 5

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

LIFE IN THE NEIGHBOURHOOD & CITY

Sub-themes

WARM-UP FOR WELL-BEING GO TO 191 PAGE

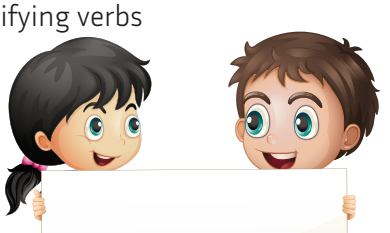
Attractions and recreational places, services
Transportation in the neighbourhood and the city

Functional Language

Describing states or conditions that existed in the past
Narrating completed actions or events in the past
Confirming or seeking agreement about past actions or events
Expressing actions or states in different grammatical functions.
Connecting clauses, phrases, or words
Combining ideas to provide additional details or context
Referring to unspecified or general objects, actions, or ideas
Differentiating between describing nouns and modifying verbs

Social Language Expressions

The museum is within walking distance from our house.
Come on, pick up the pace!
Let's hop on the bus!
Don't hope off the bus here!

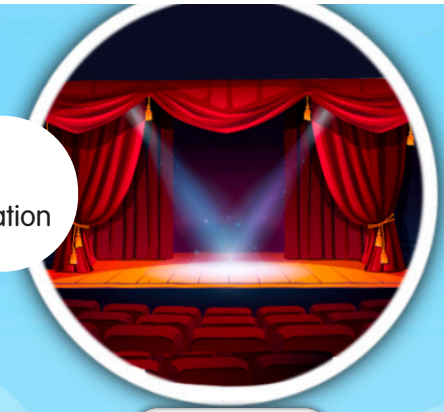


Give your seat to someone in need on public transportation.

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. services and transportation
b. life in the city



a theatre



a train



an amusement park



an aeroplane



a motorbike



a helicopter

DIGITAL STORY



a museum



an ambulance



a bridge



a coach



a petrol station



a ship

1 Time to Focus

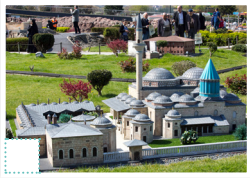
Listening/Watching Comprehension

a Watch the digital story again and tick (✓) the topics about it.

- ○ Attractions in the city
- ○ Personality traits
- ○ Clothing and dressing
- ○ Services in the neighbourhood
- ○ Recreational places in the city
- ○ Transportation tools in the city

b Watch the digital story carefully and put the places in the correct order.




1


c Look at the order of places in 1b and talk about Olivia's İstanbul trip in pairs. Use question tags in your questions and answers.





Example:



Olivia went to the airport first, didn't she?



Yes, she did.

d Watch the digital story and put the events in the correct order.

- ○ Olivia tells about services in the city during their walk around the streets.
- ○ Olivia talks about attractions and recreational places in İstanbul.
- 1 Olivia and Ann choose a place in the neighbourhood to meet and talk about Olivia's holiday.
- ○ Olivia informs Ann about common transportation tools in İstanbul.

e What are Olivia and Ann talking about in the digital story? Ask and answer in pairs.

Example:



What is Olivia talking about?

She is talking about attractions and recreational places in İstanbul.



f Ask and answer about attractions and recreational places in your neighbourhood and city.

Example:



Is there an amusement park in your neighbourhood?

Yes, there is.



2 Time to Say

Pronunciation

a Listen to the dialogue and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Track 5.1

Leyla : I went to a classical music concert with my dad last night . It was at the concert hall and the place was so cool!
Ben : Really? I didn't know there was one here.
Leyla : Yeah, it's behind the cinema. It was very crowded inside but I enjoyed a lot. It was fascinating!
Ben : That sounds nice! Why don't we check out the upcoming concerts? We can go together next time.
Leyla : Good idea!

b Find and circle the images including the sounds "c, d".



c Find words with the letters "c, d" from the digital story. Say them with the correct sounds. Then write them below.

1 .....

2 .....

3 Time to Learn New Words

Vocabulary A-Z

Time for a Task

a Listen to the text and complete it with the correct words in the boxes. There is an extra one.

Track 5.2

a aeroplanes	b a boat	c lorries
d bus	e underground	f motorbikes

There are lots of transportation tools in the city. Each vehicle has got different features. Cars and (1) _____ travel through traffic. (2) _____ fly high above and take you to distant places quickly. (3) _____ help people carry their goods. A (4) _____, a train, or an (5) _____ can take many people to their destinations at the same time. Some people use public transportation tools while others prefer private transportation tools. Now tell me, which one is your favourite?

b Watch the digital story carefully again. Talk about favourite transportation tools in İstanbul.

Example:



People in İstanbul generally use ...

c Look at the picture on pages 92 and 93. Group the transportation tools you see.

in the airport	on the motorway	on the railway	on the sea
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

d Talk about attractions and recreational places from the digital story in pairs.

Example:



The first place where they went was the Topkapı Palace.

They went to Miniatürk after visiting the palace.



4 Time to Play

Go to page 161

a Follow the instructions and play the game in pairs.

- Put the cards face down on the desk/table.
- Choose a card randomly and don't show it to your friend.
- Try to describe the transportation tool on your card.
- When your friend finds the answer or passes her/his turn, switch roles.
- Each correct answer is 10 points.
- Make sure you play in a fair and kind way.

SCOREBOARD

STUDENT A	STUDENT B

Example:



It goes on land.
It is big.

Is it a van?





5 Time to Keep in Mind

Language in Use

Time for a task

Track 5.3

a Listen to the part from the digital story and complete it with the words in the box. There is an extra one.

got found were ~~took~~ passed walked was

At the bus station, we (1) took the bus to the Galata Tower. It (2) ..... so tall and beautiful. We took photos in front of the tower. Then we (3) ..... on the lift to the top and watched the view of Golden Horn. It was incredible. We (4) ..... around the streets of Taksim in the afternoon. I bought a book about the city from a bookshop to remember this amazing trip. While we were walking around the streets, we got lost. We (5) ..... by a petrol station, a hospital, and a chemist's but we couldn't find our way. Then we (6)..... a tourist information desk. They told us to get onto the boat on the Bosphorus to return to our hotel.

TIME TO REMEMBER!

A: When did Olivia walk around the streets of Taksim?
B: She walked there in the afternoon.

Example:



We took the bus to the Galata Tower, didn't we?

b Say each sentence in 5a with a question tag.

c Use the words/phrases with the same colours to make sentences.

the hotel	He	visiting	wanted to	we stayed	was	who
listen to	where	I	planning to	the man	whose	go to
walking	was	the museum	songs	enjoyed	which	I
I am	in the city centre	the singer	last summer	suggested	were great	around the city

TIME TO REMEMBER!

A: The first place where we went was the Topkapı Palace.
B: Visiting the Topkapı Palace is my dream.

Example:

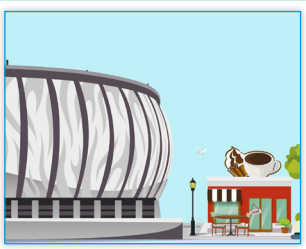
I wanted to listen to the singer whose songs were great.



d Look at the pictures. Talk about them in pairs.

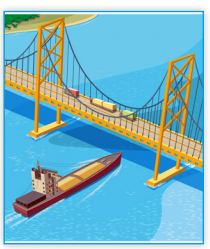
TIME TO REMEMBER!

A: Where is the hotel?
B: It is near the fire station.









Example:



Where is the police station?



It is beside the bus stop.



e **Read the text and circle the correct words in bold.**

Living in the city is different from living in the countryside in many ways. You can travel **easy/easily** from one place to another in the city but there is always **something/anything** noisy, such as traffic or many people around. The country is **quiet/quietly**. People live **peaceful/peacefully** there and they don't need **something/anything** more than nature, family, and a calm life.

TIME TO REMEMBER!

He is a careful driver. He drives carefully. He never does anything dangerous in traffic.

6 Time to Play

Go to page 163

Complete the story on your cards in pairs.

i

- Cut out the cards on page 163 and choose a story card randomly.
- Each player adds a sentence to the story.
- The next player has to add a sentence to the story, continuing from the previous one.
- Go on until the story reaches a funny or interesting ending.

Example:



Yesterday, we went to the beach. We saw a dolphin swimming in the water.

I looked at the sea carefully ...







7 Time to Explore

Reading Comprehension

a **Look at the blog post below quickly and guess what it is about.**

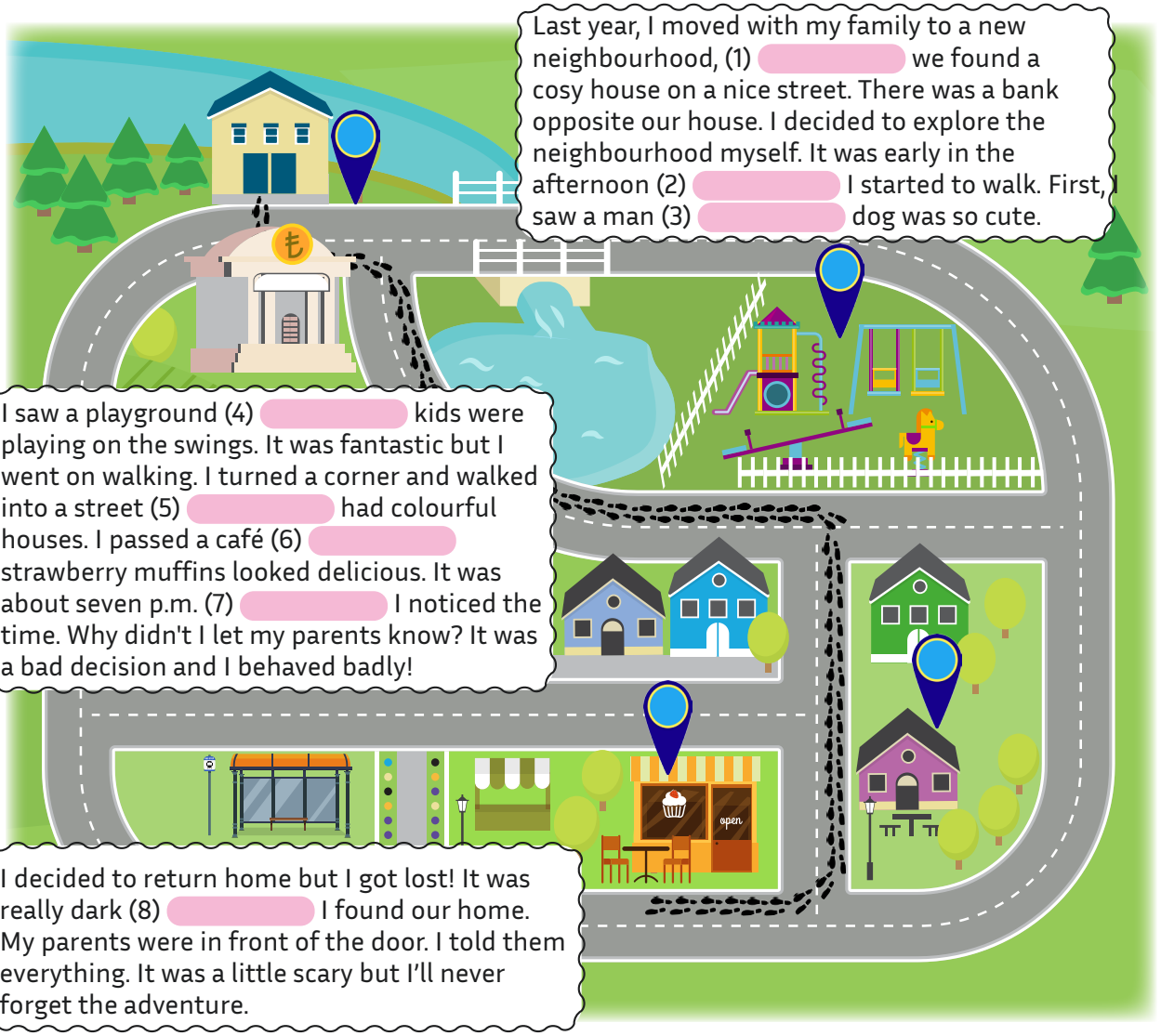
b **Read the blog post quickly and answer the questions.**

1. When did Jess and his family move to a new neighbourhood?
2. Can you underline three different places?

c **Read the blog post carefully. Complete the text with the words below.**

where (x3) when (x3) which whose

WRONG DESTINATION



Last year, I moved with my family to a new neighbourhood, (1) _____ we found a cosy house on a nice street. There was a bank opposite our house. I decided to explore the neighbourhood myself. It was early in the afternoon (2) _____ I started to walk. First, I saw a man (3) _____ dog was so cute.

I saw a playground (4) _____ kids were playing on the swings. It was fantastic but I went on walking. I turned a corner and walked into a street (5) _____ had colourful houses. I passed a café (6) _____ strawberry muffins looked delicious. It was about seven p.m. (7) _____ I noticed the time. Why didn't I let my parents know? It was a bad decision and I behaved badly!

I decided to return home but I got lost! It was really dark (8) _____ I found our home. My parents were in front of the door. I told them everything. It was a little scary but I'll never forget the adventure.

d **Look at the picture above and write the names of the places.**

- .....
- .....
- .....
- .....

8 Time to Note Down

Writing

a **Think about your dream holiday destination. Ask and answer questions to complete the table in groups.**

	Favourite destination	How can I go there?	Interesting buildings & recreational places
Me			
My Friend, ...			
My Friend, ...			
My Friend, ...			

Example:

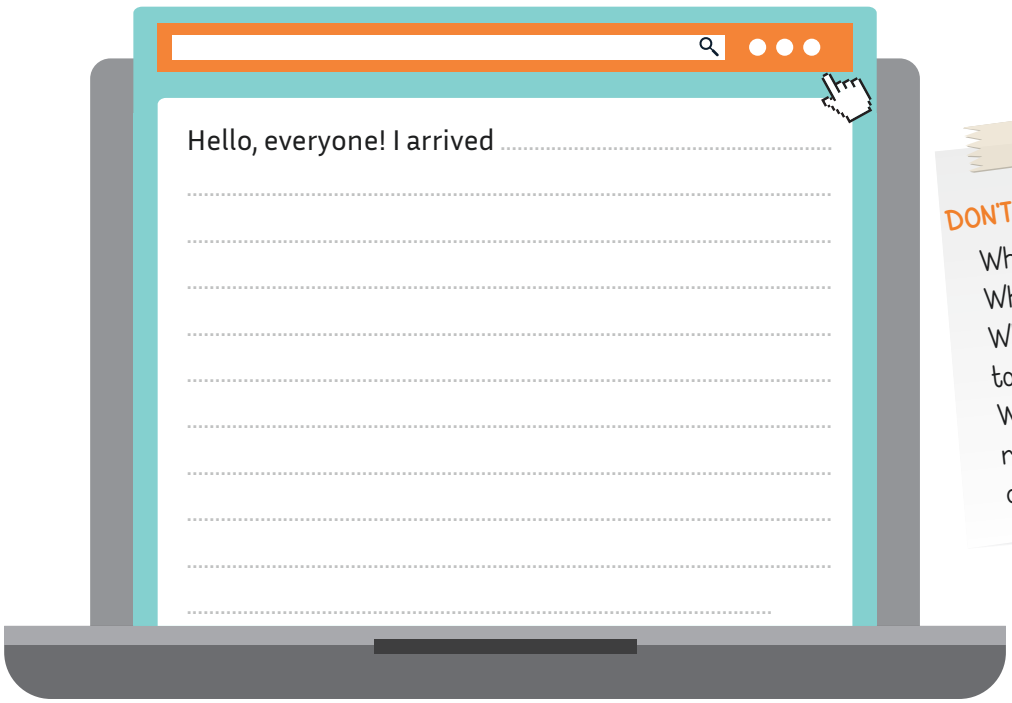


What is your dream holiday destination?

London!



b **Suppose that you were on a holiday with your family. Write a blog post about it. Then read it to the whole class and give feedback to each other.**



DON'T FORGET TO MENTION!

- Where did you go?
- When did you go?
- Which transportation tools did you use?
- Which attractions and recreational places did you see?

9 Time to Learn More

CLIL & Culture

a Look at the photos in 9b quickly and guess what they are about.

b Read the texts quickly and write the transportation tools under the photos.


1 .....


2 .....


3 .....


4 .....


5 .....

A Coco Taxi

Taxis in Havana, Cuba

These yellow taxis look like coconuts. You can see them in Havana and Varadero. They are faster and less expensive than regular taxis. Local people use the black taxis and tourists use the yellow ones. They are like scooters but they have got back seats for two people behind the driver. They also have got very unusual shapes.

B Trishaws

Vibrant three-wheelers in Malacca, Malaysia

You can see Trishaws in Cambodia, Vietnam, and other Asian countries. Malaysia is the best place to experience this public transportation. In Malacca, almost every trishaw turned into a three-wheeled party bike.

C Schwebebahn

A suspension railway in Wuppertal, Germany

Think about the London underground train system. Now, think of the London Underground train system upside down. A German engineer invented Schwebebahn in 1901 and it is the oldest electric railway in the world. About 85,000 local people use these trains every day!

D Amfibus

A bus-boat hybrid in Rotterdam, the Netherlands

These vehicles function as both coaches and boats. A tour company launched them in Rotterdam, the Netherlands in 2011. Then they expanded to other European countries like Germany and Portugal.

E Norry A Bamboo Train

A bamboo train in Cambodia

This bamboo train is not a modern locomotive. The passengers sit on a bamboo platform and it moves on the old railway tracks in Cambodia.

c Read the texts again. Ask and answer about the transportation tools above.

Example:



Which transportation tool can you use in Cambodia?

Bamboo train.



d Think about other extraordinary transportation tools. Talk about them in pairs.

10 Time for a Story

a **Look at the pictures quickly and answer the questions.**

1. Where are they?
2. Which transportation tool do they use?

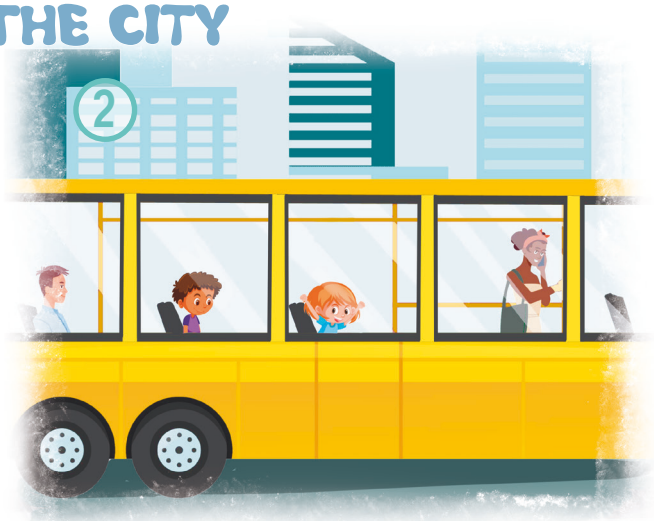
A DAY IN THE CITY



Leo : The museum is within walking distance from our house. Why are we taking the bus? We could just walk through the park and be there quickly.
Pelin : Well, I don't feel like walking! Also, the bus stop is right next to the bakery. We can grab a snack first. Let's hop on the bus!
Leo : You can grab a snack. I still remember the last time.
Pelin : Come on! I didn't buy a lot of snacks.



Pelin : Okay, let's go!
Leo : Wait! Don't hop off the bus here! This isn't our stop! It is the sports stadium stop!
Pelin : Oops, sorry!
Leo : You don't know where we're going, do you?
Pelin : I'm just following the vibes.
Leo : Well, the vibes are terrible. Sit down.



Pelin : Oh, no! I forgot again! I need to return my book to the library!
Leo : Too late! You can throw it out of the window when we pass the library!
Pelin : Haha! That's not a bad idea.
Leo : Do not! I wasn't serious!



Leo : Come on, pick up the pace!
Pelin : Why are we running? The museum isn't so far.
Leo : I just want to get there before you get us lost again.
Pelin : Duh, when did we get lost?
Leo : Last week! You made us take the underground. After an hour, we ended up on the same street that we started our journey!
Pelin : Yeah but that was an adventure.
Leo : No, that was a waste of time! Now, let's go before you decide to take a boat there.
Pelin : OK. Come on!

b **Read the picture strip story carefully and act out in groups.**

c Read the questions about the picture strip story and think about them.



Time to Think

1. Who bought snacks last time?
2. Why did they take the bus?
3. What did Pelin forget?
4. Where did Pelin want to hop off the bus?
5. Think about three places that they mentioned during their journey. What were they?

d Ask and answer the questions in 10c in pairs.

Example:



Who bought snacks last time?

Pelin bought snacks last time.



11 Time for a Project

Follow the instructions and do your project.

How to make a dream city

1. Think about your dream city.
2. Make a list of attractions and recreational places in it.
3. Label each place.
4. Make a list of transportation tools in it.
5. Draw and create buildings in it.
6. Express how transportation functions in your city.
7. Make a poster.
8. Present your poster to the class.
9. Remember to give positive feedback on your classmates' project.

This is my dream city. There are lots of shops and transportation tools in it.



12 Time to Check Your Progress

Reflection

Colour the puzzle pieces.

At the end of the theme, I can talk and write about ...

attractions and recreational places, services

transportation in the neighbourhood and the city

Got it! Need help! Confused!

Time to Practise

Time to check

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

2 **Read the dialogue carefully. Complete the blanks with the suitable words below. There is an extra one.**

where when which who why whose who



Detective Knowsalot : We need to find (1) ..... the suspect went after he left the **bookshop**.
Detective Littleriddle : I'm not sure. We know that people last saw him near the **amusement park**.
Detective Knowsalot : All right! Do you remember (2) ..... he arrived at the **airport**?
Detective Littleriddle : It was around 3 p.m. yesterday. He got there before the helicopter landed.
Detective Knowsalot : I wonder (3) ..... he decided to fly out of the country so quickly.
Detective Littleriddle : Maybe, he was trying to escape. We should check the camera footage from the **museum**, too! There was an unusual person near the exit (4) ..... outfit seemed suspicious.
Detective Knowsalot : That's interesting. Did anyone see (5) ..... that person was?
Detective Littleriddle : I think it was someone (6) ..... worked at the **café** inside the museum.
Detective Knowsalot : I'm sure camera footage will show us something important.
Detective Littleriddle : Exactly! Let's wait and see!

3 **Read the dialogue again to match the places in bold in Activity 2 with the sentences below.**

a. You can buy books there. _____
b. You can get on an aeroplane there. _____
c. You can ride bumper cars, a big wheel, and a ghost train. _____
d. You can drink coffee or tea there. _____
e. You can see paintings and sculptures there. _____

4 **Suppose that you are Detective Knowsalot. Ask and answer questions in pairs to find the suspect.**

Example:

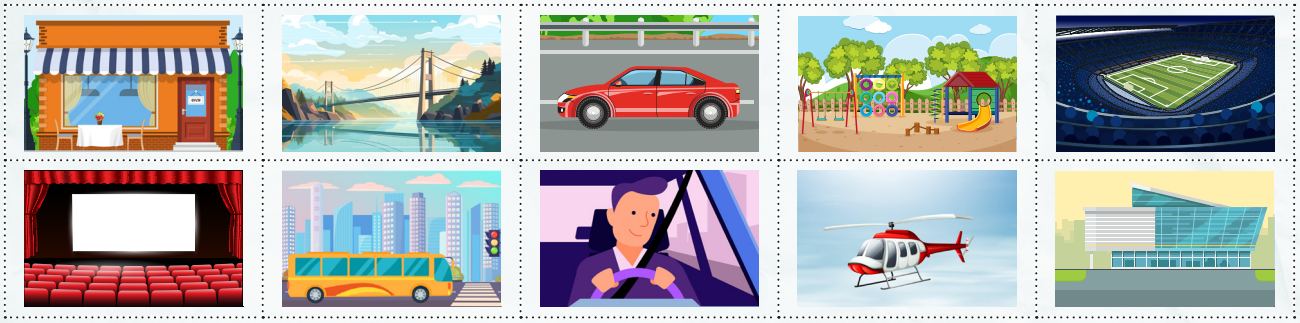


Where did the people see the suspect?

At the ...



5 **Look at the pictures. Notice /c/ and /d/ sounds and group them below.**



C

café ....

....

.....

D

....

....

.....

6 **Draw your city map. Then describe the places and services in it.**



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Example:



The cafe is next to the cinema. You can get there by bus.



THEME 6

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

LIFE IN THE WORLD

Sub-themes

WARM-UP FOR WELL-BEING GO TO 191 PAGE

Continents, countries, nationalities, and languages
Different cuisines from the world
Food festivals from different parts of the world

Functional Language

Indicating recent actions and experiences
Describing the highest or lowest degree of something
Indicating the amount or number of something

Social Language Expressions

I have a sweet tooth and eat a lot of chocolate!
It's the icing on the cake!
Each cuisine is a different kettle of fish!
Those sandwiches sell like a hotcakes!



Respect your country and its history by learning about its culture and values.

Introduction

GET TO KNOW

Watch the digital story. What is it about?

a. food culture
b. food festivals




THE ANCHOVY FESTIVAL
eba
DIGITAL STORY
Sea Food - Fish
vegetables
seafood

1 Time to Focus

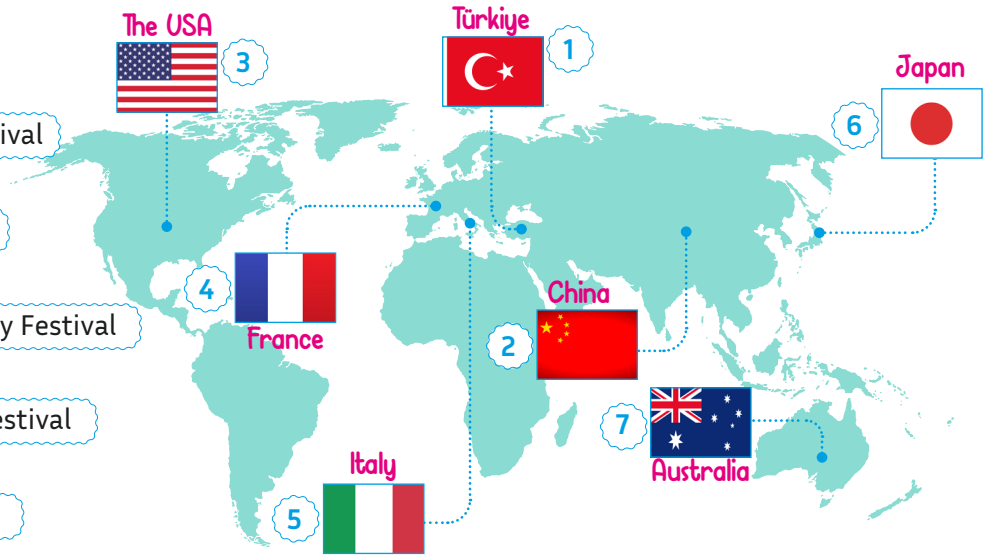
Listening/Watching Comprehension

a Watch the digital story again and tick (✓) the topics about it.

- ◯ Nationalities
- ◯ Countries
- ◯ Classroom Rules
- ◯ Planets
- ◯ Physical Appearances
- ◯ Food Festivals
- ◯ Different Cuisines from the World

b Watch the digital story carefully. Match the festivals with the countries. There is an extra one.

- ◯ Pizzafest
- ◯ The Dumpling Festival
- ◯ The Ikura Festival
- ◯ The National Cherry Festival
- ◯ Orange Blossom Festival
- ◯ Chocolate Festival



c Ask and answer about the festivals in 1b in pairs.

Example:



Have you ever been to the Pizzafest in Italy?

No, I have never been there.



d Watch the digital story and put the events in the correct order.

- ◯ Chef Maksut talks about some food from Turkish cuisine.
- ◯ Chef Maksut gives the recipe for "Crispy Anchovies with Spicy Sauce".
- 1 The host introduces the food festival and the Chef Maksut to the audience.
- ◯ Chef Maksut gives information about a tradition of French people.
- ◯ The Chef tells about his experiences about food festivals in other countries and continents.

e What are the people talking about in the digital story? Ask and answer in pairs.

Example:



What is the host talking about?

The host is introducing the food festival and the Chef Maksut.



f Ask and answer about food festivals in your city or country in pairs.

Example:



Have you ever been to a food festival in your city or country?

Yes, I have been to ...



2 Time to Say

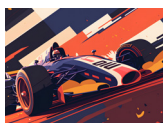
Pronunciation

a Listen to the part from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Track 6.1

Hello, welcome to Tastes of the World! I'm your host, Ms Brooks. I have already visited many food festivals around the world. I have tasted a lot of amazing dishes in different countries and continents to discover the most exciting flavours. Today, I'm at the Anchovy Festival in Türkiye.

b Look at the pictures and group the words including the sounds "e, f". Then practise saying them in pairs.







e

....

....

f

....

....

c Read the tongue twister and try to say it as fast as you can.

Eager foxes fetch eleven fresh eggs every evening.

d Find words with the letters "e, f" from the digital story. Say them with the correct sounds. Then write them below.

1 .....

2 .....

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

Track 6.2

a **Listen to the text and complete it with the correct words in the boxes There is an extra one.**

a soda water | b steak | c jam | d omelette | e onion | f lemon | g mushrooms

Do you have guests for dinner and you don't know what to cook? Imagine a meal with a delicious (1) _____, a crispy toast, and (2) _____ with cream on your plate. Add a sweet touch of jam and mix it with garlic and (3) _____ sauce. Also, enjoy a glass of cold (4) _____ and finish with a mint-scented sweet treat. Please, don't forget to add a slice of (5) _____ to your drink! Do you think you can't cook or prepare all of these? All right! A quick (6) _____ will be more than enough!

b **Watch the digital story. Ask and answer about the ingredients of "Crispy Anchovies with Spicy Sauce".**

Example:



What are the ingredients of "Crispy Anchovies with Spicy Sauce"?

There are ...



c **Listen to the recipe from the digital story and circle the correct words in bold.**

Track 6.3

1. First, **prepare/wash up** a large ice bath.
2. Then, put the pot on the cooker and **boil/freeze** some water.
3. **Barbecue/Cook** the fish in the boiled water for about six minutes.
4. Next, **put/serve** the fish into the ice bath to cool.
5. **Put/Cut** off the anchovies heads and remove the bones.
6. **Fry/Mix** spices, a little oil, some lemon juice, garlic, and a glass of water in a bowl.
7. **Roast/Marinade** the fish with this mixture.
8. After that, **grill/bake** them for about five minutes.
9. **Place/Serve** them with a few fried onions and mushrooms.

d **Talk about the steps of the recipe in 3c in pairs.**

Example:



What is the first step of the recipe?

First, prepare a large ice bath.



4 Time to Play

Go to page 165

a Play the game in groups. Put the nationality cards on the correct countries.

Türkiye		Brazil
	Germany	
the USA		England

Kazakhstan		Kyrgyzstan
	Russia	
Ireland		Portugal

Turkmenistan		Italy
	China	
Australia		Spain

Japan		Uzbekistan
	Azerbaijan	
France		Turkish Republic of Northern Cyprus



b Ask and answer about countries and nationalities.

Example:



Where are you from?

I am from Türkiye.
I'm Turkish.



5 Time to Keep in Mind

Language in Use

Time for a task

a **Read the weekly shopping list. Ask and answer about the food and drinks in pairs.**

TIME TO REMEMBER!

A: What is in the shopping list?
B: There is some/a little/a lot of cheese.

Time for our weekly shopping list! Let's write all I need. First, I need both strawberries and grapes. I will buy a few pears, too. Hmm, there is no milk at home, so I will get some milk. One bottle is enough. I mustn't forget bread and rice, either. Cheese? No, I don't need any cheese.

Example:



What do they need?

They need both strawberries and grapes.



b **Ask and answer about the food and drinks in pairs.**

USE

- delicious
- cold
- healthy
- good
- spicy
- sweet
- salty










TIME TO REMEMBER!

It's the best fish I have ever tasted in my life.

Example:



What is the best food you have ever eaten?

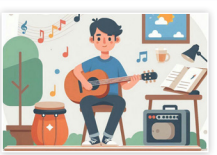
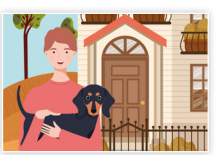
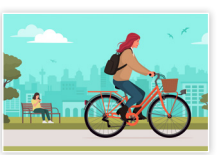
Kebab is the best food I've ever eaten.

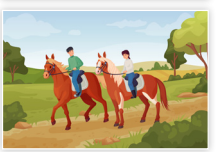
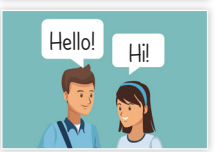


c **Look at the pictures and talk about them in pairs.**

TIME TO REMEMBER!

A: How long have you been a chef?
B: I have been a chef for twenty years.

Example:



How long have you played the guitar?

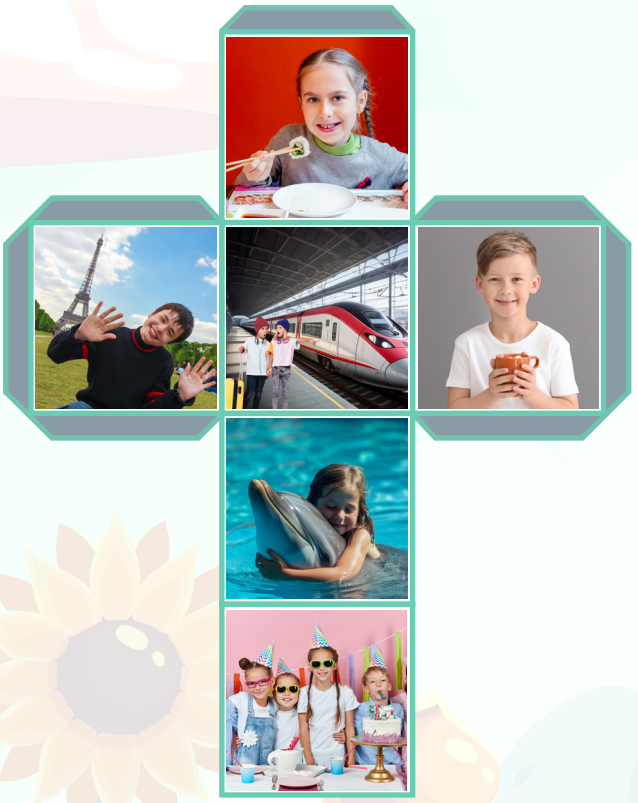
I have played the guitar since I was five.

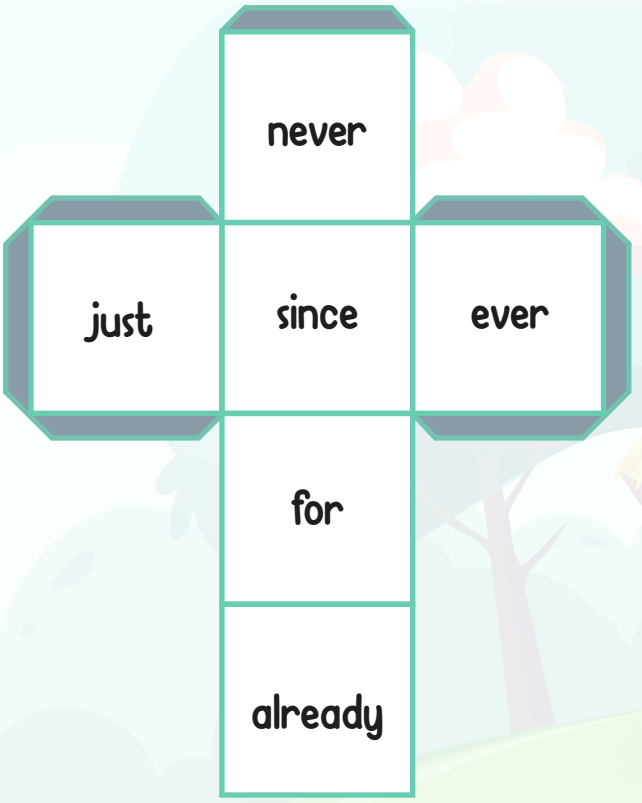


6 Time to Play

Go to page 167

Roll the cubes. Ask and answer questions about the pictures.









Example:



Have you ever organised a surprise birthday party?

Yes, I have already organised a surprise birthday party for my mum.



7 Time to Explore

Reading Comprehension

a Look at Sarah's article quickly and guess what it is about.

b Read the text quickly. Tick (✓) the countries and continents in it.

◯ China	◯ Spain	◯ Russia	◯ Ireland	◯ Australia	◯ South America
◯ Asia	◯ Africa	◯ Europe	◯ France	◯ Argentina	◯ Canada
◯ Italy	◯ Brazil	◯ Japan	◯ Türkiye	◯ Antarctica	◯ Portugal

10 April **www.newstoday.com**

Me Around the World



I have travelled to many countries across the continents. So far, I have visited fifteen countries, including those in Europe, Asia, and Africa.

I have seen the beautiful landscapes of Ireland and explored the busy streets of Japan. I have also been to Türkiye and taken photos of Ephesus. I have tasted the most delicious croissants at French cafés. My favourite destination is Italy because of its culture and history. I have met many people from different nations and I have learned so much about their cultures and traditions. I have already made friends in every country I have visited and I keep in touch with them regularly. Travelling has helped me understand the world better and appreciate different lifestyles. I have only been to three continents but I hope to visit more in the future. Next year, I am planning to go to South America where I want to explore Brazil and Argentina. Neither of these countries is small, so I will need a lot of time for this trip.





c Read the text carefully and write the countries.

1. She has seen the beautiful landscapes there. _____
2. She has explored the busy streets of it. _____
3. She ate the most delicious croissants there. _____
4. She took the photos of Ephesus. _____
5. She loves its culture and history. _____

d Which countries have you been to so far? Talk in pairs.

Example:



Which cities/countries have you been to so far?

I have been to ...



8 Time to Note Down

Writing

a Think about the countries and cities you have visited. Ask and answer questions in pairs.

Example:



Have you ever been to Ankara?

No, I have never been to Ankara.



b Write about your own travel experiences. Then share them with your classmates and give feedback to each other.

Date:

Date:

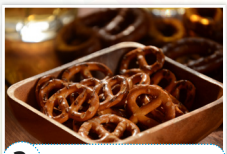


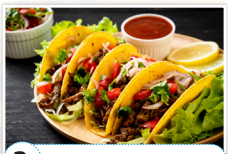
9 Time to Learn More

CLIL & Culture

a Read the texts quickly. Write the names of the continents under the photos.


1 .....


2 .....


3 .....


4 .....


5 .....

Different Cuisine Around the World

Let's have a look at some of the most popular dishes of from different continents!

North America
North American cuisine is a blend of different cultures and influences. In the United States, hamburgers, hot dogs, and fried chicken are popular foods. Mexican cuisine, with tacos and burritos, has a major influence on the food culture of the continent.

Europe
Europe offers different types of dishes. In France, croissants are popular while fish and chips are more common in England. Italy is famous for its pasta, pizza, and gelato. Germany is known for sausages and pretzels. Portuguese people like bacalao and custard tarts.

Asia
There are some of the world's most delicious dishes in Asia. In China, dishes such as dumplings, Pekin ducks, and fried rice are the main food sources. Azerbaijan is also famous for several dishes like dovga and bozbash. Azerbaijani people cook dovga four seasons as a side dish. They serve bozbash as a main dish with meatballs or lamb in it.

Antarctica
Antarctica does not have any traditional food as there are not many permanent residents. People living there feed on canned food, dried goods, and sometimes local seafood such as fish or krill.

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

	T	F
1. There are a lot of permanent residents in Antarctica.	☐	☐
2. Azerbaijani people can serve bozbash with meatballs in it.	☐	☐
3. Portugal is known for codfish and croissants.	☐	☐
4. Tacos and burritos are popular in Mexico.	☐	☐
5. Mexican cuisine has an important role in the continent's food culture.	☐	☐

c Think about famous dishes in your country. Talk about them in pairs.

Example:



What is the most famous dish you have ever tried in Türkiye?

I have tried kebab in Adana. It is one of the most famous dishes in Türkiye.



10 Time for a Story

a Look at the pictures quickly. Where are the children?

AT THE CHOCOLATE SHOP



Daisy : I have a sweet tooth and eat a lot of chocolate! Honestly, it's the best part of my day.
Leo : You and your chocolate! You've probably eaten an entire chocolate shop by now!
Pelin : I've never seen anyone survive on chocolate alone. How do you do it?
Daisy : Oh, that is so easy for me! By the way, these sandwiches look really good today.
Leo : Those sandwiches sell like hotcakes! I've noticed they disappear in seconds.
Pelin : This is definitely the icing on the cake! So delicious!
Leo : Each cuisine is a different kettle of fish, though. Have you tried that chocolate pasta in the chocolate shop?
Daisy : Chocolate pasta! That would be a dream! I've never had anything like that.



Daisy : All right, tell me the after-school plans! Dessert tour?
Leo : Wait, I thought we were playing soccer?
Pelin : Nope, we've already decided, it's dessert tour time!
Daisy : I am craving for a chocolate fountain!
Leo : A chocolate fountain? Have you ever found one?
Pelin : I haven't found one yet.
Leo : What a shame! Also, I've never tried chocolate pizza. I'm not sure about that one, though!



Pelin : Okay, what are we getting? Cupcakes or lava cake?
Leo : I have seen people grab cupcakes as soon as they're out.
Daisy : What about lava cake? It's calling me! I've heard it's amazing.
Pelin : Have you tried the triple layer chocolate cake? That's the real deal.
Leo : Yes, I have but I haven't eaten it for three weeks. It feels like ages!
Daisy : I've made up my mind, too. Chocolate for everyone! Let's order!

b Read the picture strip story carefully and act out in groups.

c Read the questions about the picture strip story and think about them.



Time to Think

1. Who likes chocolate the most among the characters?
2. Where have they decided to go after school?
3. Which desserts have they mentioned?
4. How long has it been since Leo last had the triple layer chocolate cake?
5. Has Leo ever tried chocolate pizza?

d Ask and answer the questions in 10c in pairs.

Example:



Who is fond of chocolate the most among the characters?



Daisy is fond of chocolate the most.

e Suppose that you are organising a birthday party for your best friend. Ask about your friend's favourite desserts, snacks, etc. Talk in pairs as in the example.

Example:



Which desserts or snacks do you like?

I like chocolate cake!



11 Time for a Project

Follow the instructions and do your project.

How to prepare a favourite dessert or meal

1. Think about your favourite dessert or meal.
2. Make a list of ingredients you need.
3. Label each ingredient.
4. Prepare and cook it by yourself.
5. Record the steps of the recipe.
6. Take photos of the steps and make a poster.
7. Present your poster to the class.
8. Remember to give positive feedback on your classmates' projects.

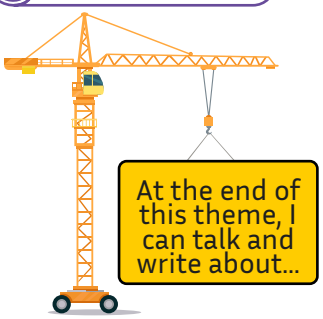
My favourite dessert/ meal is ... There are ... in it.



12 Time to Check Your Progress

Reflection

Colour the bricks.



At the end of this theme, I can talk and write about...

- continents, countries, nationalities, and languages
- different cuisines from the world
- food festivals from different parts of the world

Got it!

Need help!

Confused!

Time to Practise

Time to check

1 **Read the text and circle the correct option in bold.**

Healthy Eating

Hello! I'm Dr Sağlam. Today, I want to inform you about healthy eating.

First of all, you should eat (1) **a lot of/any** fruit and vegetables every day. They give you vitamins and help your body stay strong. Try to eat (2) **a little/some** apples, oranges, carrots, and tomatoes. Even (3) **a few/much** strawberries or bananas in the morning can be a good start.

You don't need (4) **both/any** fast food. Burgers, fries, and fried chicken have (5) **a lot of/no** fat and salt. They make you feel tired and ill. You only need (6) **very/a little** sugar in your diet. Avoid cakes, biscuits, and chocolate. They are not good for your body.

When you are thirsty, you can drink (7) **either/neither** water or soda water. (8) **Either/Both** are good for you. Water keeps you hydrated and milk gives you calcium for strong bones. But (9) **neither/either** fizzy drinks nor energy drinks are healthy. They have too (10) **many/much** sugar and can hurt your teeth.

All people, young and old, need to eat healthy food. Some people like meat, and some don't. That's okay. You can stay healthy with or without meat. If you don't eat meat, just eat (11) **a few/no** eggs, beans, or nuts to get protein.

Remember that eating well doesn't mean eating too much. Just the right amount of food is enough. Try to eat slowly and enjoy your meals.

Thank you for reading. Take care of your body and it will take care of you!

2 **Read the text again and group the words below.**

apple	sugar	meat	egg	salt
carrot	biscuit	water	burger	milk

Countable

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

Uncountable

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

3 **Ask and answer in pairs.**

Example:



How much fruit should we eat?

We should eat a lot of fruit.



4 Listen to the text and notice the words beginning with the letters "e, f". Write them down and practise saying them in pairs.



Track 6.4

E	F
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

5 Write about the best/funniest/most exciting day you have ever had.



THEME 7

LIFE IN NATURE

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-themes

Animals in nature and habitats
Daily activities and nature
Activities in nature

WARM-UP FOR WELL-BEING
GO TO 191 PAGE

Functional Language

Describing ongoing or interrupted actions in the past
Contrasting an ongoing action with a completed action in the past
Describing abilities or possibilities in the past
Showing politeness and indirectness
Giving recommendations and suggestions
Describing assistance or making promises for future actions
Expressing curiosity, seeking specific information about time, place, reason, or manner
Indicating future intentions, offers, and promises
Expressing necessity, obligation, and the lack of requirement or need

Social Language Expressions

Animals are all around us!
Pick up litter!
Use less energy!
Plant trees!
Save water!
Plant the seeds for a better future!



Introduction

GET TO KNOW

Watch the digital story. What is it about?
a. animals in danger
b. animals in nature




DIGITAL STORY
penguins
a polar bear
camels
a snake

1 Time to Focus

Listening/Watching Comprehension

a Watch the digital story again and tick (✓) Duru's dream.

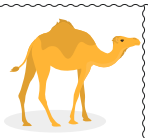
1 

2 

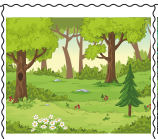
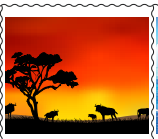
3 

b Match the titles with the categories. Then draw lines to match the animals with their habitats and activities from the digital story.

1. Animals in nature **2.** Habitats **3.** Activities in nature

.....	a polar bear	a frog	a bird	a camel	a fish	a zebra	a parrot	a dolphin
								

.....	flying	chirping	fishing	swimming	sunbathing	walking	hiking

.....	a desert	a lake	the Arctic	a wetland	a forest	a rainforest	a savanna	an ocean
								

c Ask and answer about the habitats and activities from the digital story in pairs.

Example:



What was the camel doing in the desert?

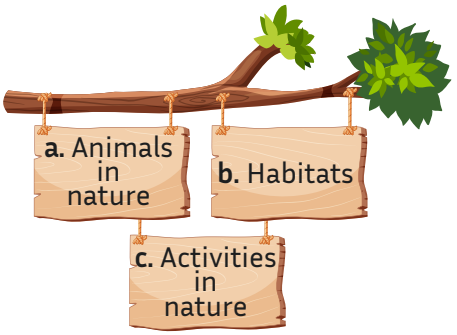
It was walking in the desert.



d Look at the picture on pages 124 and 125. Answer the questions in pairs.

1. Which animals do you see?
2. Where are the animals?

e Match the titles with the utterances from the digital story. Then ask and answer about them in pairs.





1. Were they also enjoying the view too?
2. I flew over the forest with the parrots and reached the Arctic.
3. Suddenly, I saw a monkey.

Example:



What is Jasmine talking about first?

She is talking about the activities in nature.



2 Time to Say

Pronunciation

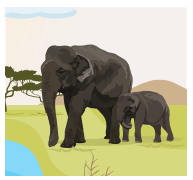
a Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Track 7.1

Duru : Alper, I had the most amazing dream last night. Do you want to hear it?
Alper : Sure! What happened?
Duru : Well, in my dream, I was jogging and collecting leaves in a tropical rainforest. It was boiling hot and I could hear birds chirping while I was running. Suddenly, I saw a monkey swinging from a tree!

b Match the sentences from the digital story with the words.


hiking


elephant


high


frog


giraffe

1. They passed the grassland. — frog
2. It was like nature's magic. —
3. It was boiling hot. —
4. Two dolphins were swimming playfully. —
5. It was such an unusual sight. —

c Listen to the words in 2b and check your answers.

Track 7.2

d Read the tongue twister and try to say it as fast as you can.

Giraffes were going through the grassy garden while hippos were happily hopping by the river.

e Find words with the letters "g, h" from the digital story. Say them with the correct sounds. Then write them in your notebooks.

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

Track 7.3

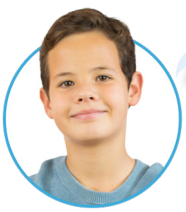
a Listen to the text and complete it with the correct words in the boxes. There is an extra one.

a dolphins | b ducks | c monkeys | d whales | e penguins | f bears

Welcome, kids. I am Ms Kahraman. I work here as a park ranger. Today, I will guide you around the national park. In the first zone here, there are animals you can see on a farm. You can't feed the (1) _____ or rabbits. You will see some wild animals in the second zone. You can normally see them in a temperate forest or a savanna. You can take photos of lions, zebras, and (2) _____. Be careful! You mustn't disturb the animals. In the last zone of the national park, you will see some animals like (3) _____,(4) _____, and (5) _____ They live in oceans. Always stay at a safe distance from the animals. Let's start our tour now. I hope you enjoy it.

b Ask and answer about the animals in the text in pairs.

Example:



Where do whales live?

They live in oceans.



c Look at the pictures on page 124 and 125. Tick (✓) the animals you see.

- ☐ an insect
- ☐ a bee
- ☐ a fish
- ☐ a snake
- ☐ a tiger
- ☐ a whale
- ☐ a polar bear
- ☐ a zebra

d Find the words in each wheel and circle them.


sunbathinghtcampingrmcyclingrmaxflyingbcswimmingurjumpingkachirpingopelimbingtwhikingzsjogging
yifishbtfrogtyuparrotpurabbitwqwhalermelephantedtigererbearklbirdmucamelesdolphinaydaucky
ammarmitmatropicalforestramountainerrainforestytdesertrygrassslandtysavann

e Complete the charts with the words on the wheels in 3d.

Animals

Names	Land habitats	Water habitats	Activities in nature

f Watch the digital story again and talk about the animals.

Example:



Birds were in the rainforest.
They were chirping.

4 Time to Play

a Take turns to play the game in pairs. Step on a leaf and say. Which animal lives in that habitat?

Example:



A jaguar lives in a rainforest.



5 Time to Keep in Mind

Language in Use

Time for a task

Track 7.4

a **Listen to the utterances from the digital story and match the halves of the sentences.**

1. They were hiking to the savanna ...
2. They were walking slowly towards the lake ...
3. The camels jumped into the lake ...
4. Some fish were swimming in the lake ...
5. A whale jumped out of the water ...

1 e	a. while two ducks were having a picnic with a few rabbits beside them.
2	b. while I was looking at the camels.
3	c. while I was looking for shelter.
4	d. when we reached there.
5	e. when I saw them.

TIME TO REMEMBER!

The children were swimming when the rain started.

Example:



What were the elephant, tiger, and zebra doing when you saw them?

They were hiking to the savanna when I saw them.



b **Ask and answer questions about in the pictures in pairs. What could you do when you were 5 years old?**

TIME TO REMEMBER!

I couldn't climb trees but I could ride a bike when I was young.



Example:



Could you swim when you were 5?



Yes, I could swim well.

Track 7.5

c **Listen to the teacher and put a tick (✓) or cross (X) on the checklist below. Then talk about it.**

- [x] ask your parents for permission
- [ ] call the teacher
- [ ] wear a school uniform
- [ ] wear suitable clothing
- [ ] bring food or drinks

Example:



You need to ask your parents for permission.

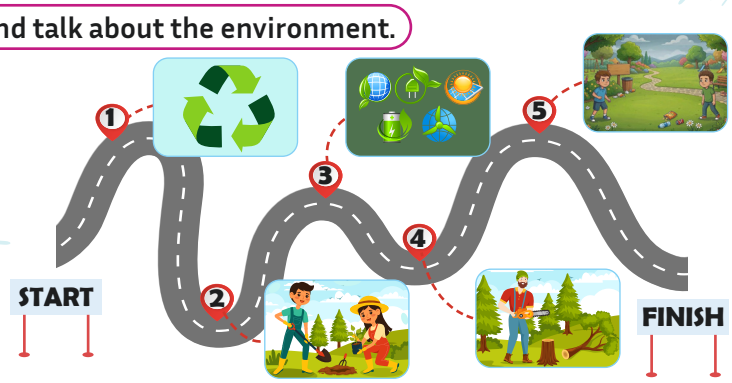
TIME TO REMEMBER!

I will help you with your English project. You needn't worry about it.

d **Follow the route and talk about the environment.**

TIME TO REMEMBER!

We should protect the habitats of animals. We shouldn't destroy them.



Example:

We should recycle.



6 Time to Play

Go to page 169

a Paste the tangram pieces on the correct places. Then ask and answer about the picture in pairs.

Example:



What was Mike doing in the park?

He was flying a kite.



b Write three sentences you remember in your notebooks when you finish the game.

7 Time to Explore

Reading Comprehension

a **Look at the picture quickly and answer the questions.**

1. Where are the speakers?
2. What are they doing?



b **Read the interview quickly and choose a suitable title.**

Farm Animals	Endangered Animals	Sea Animals

.....

Radio host : Today, we have a well-known guest, Doctor Sayar. You know, she is a biologist. Welcome to our programme, Doctor Sayar!

Doctor Sayar : Hi! Thank you so much for inviting me. It's nice to be here.

Host : We're pleased to have you. You work hard to **protect** endangered animals. Could you tell us how these species became endangered in the past? What happened?

Doctor Sayar : Unfortunately, humans were **destroy**ing their habitats for a long time. They cut down forests and polluted the animals' homes. While this was happening, many species became extinct. They no longer **exist**. Some animals are still in danger.

Host : That's really bad! Could you give examples of some **endangered** species?

Doctor Sayar : There are many of them. Giant pandas, African elephants, snow leopards, Indian tigers, and others ...

Host : Is there any hope for those animals today?

Doctor Sayar : Sure, there is. There are many projects for **habitat** restoration. Governments are making laws for this. The programmes on the media are also educating people.

Host : Great to hear that! What else should we do? Any advice for our listeners?

Doctor Sayar : People need to understand how important these species are. We shouldn't hunt or kill the animals. We shouldn't buy things made from animals in danger. We should plant more trees. We shouldn't cut them down. Saving animals is all about working together.

Host : That's really a good advice. One last question. Do you think these endangered species will survive in the future?

Doctor Sayar : I hope they will. We need to take action all together.

Host : Thank you, Doctor Sayar. We're grateful for your participation.

c **Read the interview carefully and match the words in bold with their meanings. There is an extra one.**

1. protect	**a.** to live, or to live in difficult conditions
2. destroy	**b.** to keep something or somebody safe from injury, damage, or loss
3. exist	**c.** a scientist who studies biology
4. endangered	**d.** to damage something so badly that it can't be used
5. habitat	**e.** to be in danger of extinction
	f. the natural environment in which an animal usually lives

1 .... 2 .... 3 .... 4 .... 5 ....

d Read the interview on page 132 again. Then ask and answer about Doctor Sayar's advices.

Example:



What should/shouldn't we do to protect animals?

We shouldn't hunt or kill animals.



Writing

8 Time to Note Down

a Think about an environmental problem. Take notes about the causes of and solutions to that problem.

Problem : .....

.....

Causes : .....

.....

.....

.....

Solutions : .....

.....

.....

.....



b Look at your notes in 8a. Write a paragraph about the environmental problem, its causes, and solutions.

..... is a big problem for our environment.

Its causes are .....

.....

.....

We should .....

.....

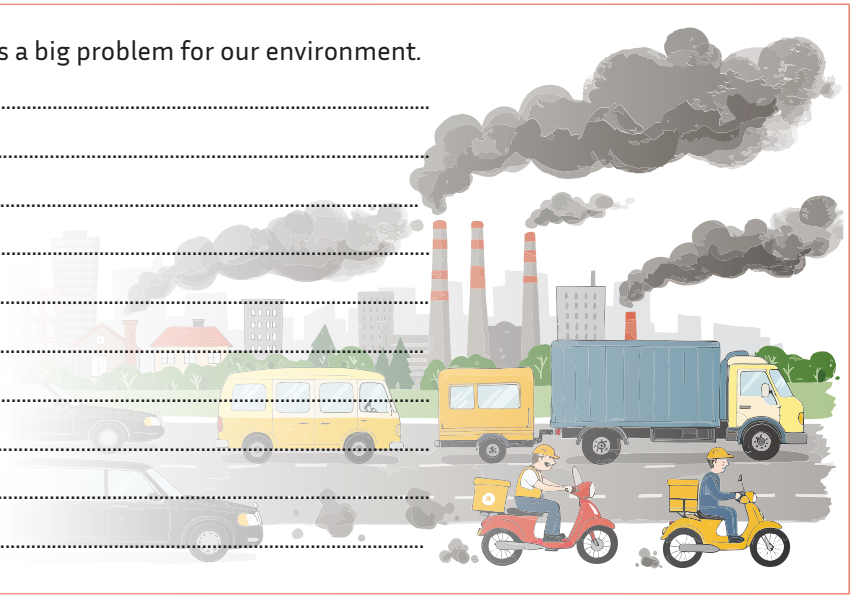
.....

We shouldn't .....

.....

.....

.....



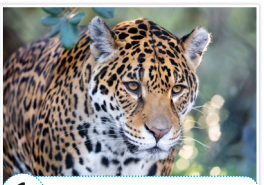
c Read your paragraphs to the whole class and give feedback to each other.

9 Time to Learn More

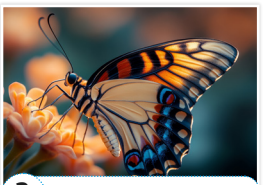
CLIL & Culture

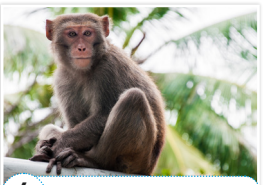
a Look at the picture in the text quickly and guess what the text is about.

b Read the text quickly and write the layers of the rainforest under the photos.


1


2


3


4

AMAZING RAINFORESTS

Rainforests are warm and wet places. They exist near the Equator, in countries like South America, Africa, Australia, and Southeast Asia. Rainforests are important because they are home to many animals and plants. They are also good for the Earth's climate.

A rainforest has four layers:

The emergent layer is the very top layer. The tallest trees rise above the other trees. This layer gets the most sunlight. The weather is generally windy. Some different kinds of birds, butterflies, and other insects live here.

The canopy layer is just below the emergent layer. It is the main layer in the rainforest. Most animals live here. You can see birds, bees, tree frogs, monkeys, and snakes in the canopy.

The understory layer is below the canopy. It is dark, wet, and cool here. So, the trees and plants are usually small. Snakes, insects, ants, and even jaguars live in the understory.

The forest floor is the bottom layer of the rainforest. It has little sunlight because of the thick layers above. Larger animals, some reptiles, and many big spiders live on the forest floor. Some people live here, too.

Each layer of the rainforest supports different types of plants and animals. They form a rich ecosystem together.

c Read the text carefully. Ask and answer about rainforests in pairs.

Example:



Which animals live on the forest floor?

Larger animals, some reptiles, and many big spiders live there.



d Do you know any other benefits of rainforests to the Earth? Talk about it as a whole class.

10 Time for a Story

a **Look at the pictures quickly and answer the questions.**

1. Where are the children?
2. What are they doing?

A SCIENCE PROJECT

1



Ege : Hey, guys! We need to finish the poster for our science project about the environment.

Daisy : Yeah, it's time to start. The deadline is Thursday. Any ideas?

Leo : I think we should start by putting this slogan on the poster. "Pick up litter!"

Pelin : Good idea. People should understand the importance of keeping our environment clean.

2



Daisy : We need to remind people to save water, mates.

Ege : We can say "Turn off the tap!" or "Save water, save life!"

Leo : I like them both! Could we add something about using electricity? How about saying "Use less energy!"?

Daisy : Simple but effective!

Pelin : We should write "Plant trees!" on the poster, too. It's important to make the world greener.

Daisy : You're right, Pelin.

3



Leo : We could also write "Save animals!" or "Animals are all around us!" and draw a picture of a cute animal to catch attention!

Pelin : Perfect! It should be an endangered species.

Daisy : A panda, maybe. We need to make the poster colourful, so that everyone will want to look at it.

Leo : I agree! If we make it eye-catching, more people will read it.

4



Ege : One more thing... We should write "Plant the seeds for a better future!" at the bottom of it to inspire people.

Pelin : This is going to be a great poster! It's time to work on it now.

Leo : True! Let's get started!

b **Read the picture strip story carefully and act out in groups.**

c Read the questions about the picture strip story and think about them.



Time to Think

1. What is the project about?
2. What is the deadline for the project?
3. What is the first slogan on the poster?
4. Which animal will they draw on the poster?
5. What will they write on the poster last?

d Ask and answer the questions in 10c in pairs.

Example:



What is the project about?

It is about protecting the environment.



e Think and find some extra slogans for the science project in the picture strip story. Then share your slogans in the class.

Example:



Go Green, Live Clean!

11 Time for a Project

Follow the instructions and do your project.

How to spend a day in nature

1. Imagine that you're a nature explorer.
2. Write a blog page about a day you spent in nature.
3. Write about the animals you saw and some fun activities you enjoyed.
4. Don't forget to draw a picture of your favourite moment.
5. Present your project to your class.
6. Remember to give positive feedback on your classmates' projects.

I was in a tropical forest with my family last Saturday. I had a great time. I saw many animals and took photos.



12 Time to Check Your Progress

Reflection

Colour the legos.

At the end of this theme, I can talk and write about...

animals in nature	habitats
daily activities and nature	activities in nature

Got it!

Need help!

Confused!

Time to Practise

Time to check

1 **Look at the picture below quickly. What is the text about?**

2 **Read the text quickly and match the questions with Burak's answers. There is an extra one.**

a. How many fish did you catch?
b. Where were you last Sunday?
c. How did you get back home?
d. Did you jump into the water?
e. What did you do then?
f. Did you stay there all night?

www.newstoday.com **17 April**

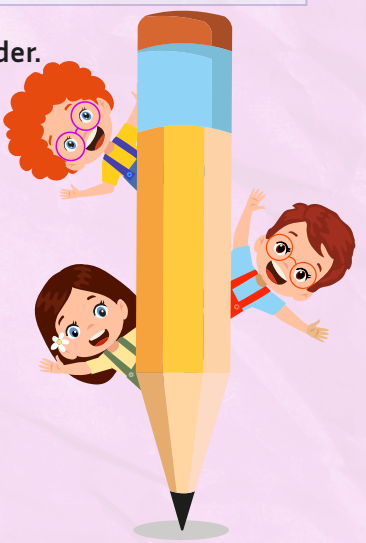
Burak, a fourteen-year-old boy, is not only a professional swimmer but also a young hero. He saved his best friend's life.



The Journalist : (1)_____
Burak: Murat and I were on a boat. We were fishing on the lake in the morning. Murat had a new camera. He was taking photos of a big fish when our boat suddenly overturned!
The Journalist : (2)_____
Burak: No, we didn't jump actually. We both fell into the lake. I was worried because Murat couldn't swim well.
The Journalist : (3) _____
Burak: I reached Murat and grabbed him. We swam together to a little island nearby.
The Journalist : (4)_____
Burak: Yes, we did. Our mobile phones were wet, so we couldn't call our parents. It was getting dark and we were really tired. Murat could sleep for a few hours but I couldn't.
The Journalist : (5)_____
Burak: The next morning, a fisherman found us while he was fishing on his boat. He took us home. We were lucky!

3 **Read the text in Activity 2 carefully and put the events in the correct order.**

- ( ) The boat overturned.
- ( ) The boys fell into the water.
- ( ) They spent the night on an island.
- (1) The boys were fishing on the lake.
- ( ) A fisherman saved the boys.
- ( ) Burak grabbed his friend and swam to the island.



4 **Here is some advice for Burak and Murat in Activity 2. Read the sentences and tick (✓) True (T) or False (F). Then correct the false sentences.**

	T	F
1. You needn't wear a life jacket when you're on a boat.	☐	☐
..... .		
2. You should keep your phone safe from water with a waterproof bag.	☐	☐
..... .		
3. You should always be careful when you're on a boat.	☐	☐
..... .		
4. You need to help your friends when they're in danger.	☐	☐
..... .		
5. You shouldn't keep calm and wait for help when you're lost.	☐	☐
..... .		

5 **Listen to the "Thank you" message from Murat to Burak. Then find and write the words with the letters "g" and "h".**

Track 7.6



give	huge

6 **Imagine you're lost with one of your friends. Ask and answer questions to take notes about the event in pairs.**

1. Where?	in a forest
2. When?	.....
3. With who?	.....
4. What were you doing?	.....
5. How did you turn back?	.....

Example:



Where were you?



We were in a forest.

7 **Look at your notes in Activity 6. Write about your adventure for the school magazine. Then read it to your class and give feedback to each other.**

We were in a ..... .

It was ..... .

We were ..... .

Then we saw ..... .



THEME 8

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

LIFE IN THE UNIVERSE

Sub-themes

WARM-UP FOR WELL-BEING GO TO 191 PAGE

Planets in the solar system
Facts about planets
Earth as a planet
Extreme weather conditions

Functional Language

Describing general truths, facts, or habitual actions
Describing possible or likely outcomes based on a condition
Expressing a condition in a negative form
Introducing a condition to describe potential actions, situations, or consequences

Social Language Expressions

Big as Jupiter, small as Mercury!
Blue like the oceans, green like the trees!
Home is here Earth is!
The sun is burning today!



How can we protect our Earth if we don't keep it clean?

Introduction

GET TO KNOW

Watch the digital story. What is it about?
a. planets
b. spaceships



pollution

a desert

an astronaut



a compass

an asteroid

DIGITAL STORY



continents

a dwarf planet

a comet



habitable

1 Time to Focus

Listening/Watching Comprehension

a Watch the digital story again and tick (✓) the topics about it.

- ○ the Earth as a planet
- ○ Spaceships
- ○ Natural disasters
- ○ Extreme weather conditions
- ○ Planets in the solar system
- ○ Facts about planets

b Write the correct titles from 1a for each category.

(1)

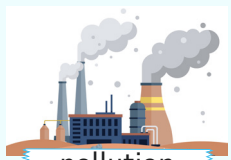


(2)


habitable


recycling


population


pollution

(3)

the biggest planet	the closest planet to the Sun	the farthest planet from the Sun	the most tilted planet	the only habitable planet	the hottest planet	the red planet	the planet with the most rings

c Ask and answer about the facts from the digital story in pairs.

Example:



Which planet is the biggest in the solar system ?

Jupiter is the biggest planet.



d Look at the picture on pages 140 and 141. Answer the questions in pairs.

1. Which elements do you know about space?
2. How many planets are there? What are their names?

e Watch the digital story and put the events in the correct order.

- Students tell the facts about Jupiter and Venus.
- Students tell the facts about other planets and the Sun.
- Students talk about the Earth as a planet.
- 1 Mr Stern asks the students the names of the planets in the solar system.

f What are the people talking about in the digital story? Ask and answer in pairs.

Example:



What is Mr Stern talking about?

He's talking about the names of the planets.



2 Time to Say

Pronunciation

a Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

eta

Track 8.1

Mr Stern : Which planet is the biggest in the solar system, Kuzey?
Kuzey : Jupiter! It's massive. I hope I can see it one day and just travel around it! Its size is much bigger than Earth's. How incredible!

b Find and circle the images including the sounds "i, j".



c Read the tongue twister and say it as fast as you can.

Jupiter's journey jumps in the light, lighting the night; it's so bright.

d Find words with the letters "i, j" from the digital story. Say them with the correct sounds. Then write them in your notebooks.

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a **Listen to the text and complete it with the correct words in the boxes. There is an extra one.**

Track 8.2

a space	b the Sun	c the Earth	d a stone	
e asteroids	f stars	g galaxy	h the Moon	i comets

Hi, everyone. Welcome to the TV show, "Space explorers". I'm Ms Cooper. Today, we will take a journey through (1) _____ in our programme.

First, imagine you're looking at the sky. (2) _____ shines brightly, right? Our planet, (3) _____ orbits the Sun while (4) _____ revolves around the Earth.

That's amazing, isn't it? Out there, (5) _____ and (6) _____ travel through space. We can sometimes see them from the Earth. At night, (7) _____ twinkle in the sky.

They always remind us how big the Milky Way (8) _____ is. Space is full of many other wonders. Let's get started now and have a deep look at all these elements.

b **Ask and answer about the text in 3a in pairs.**

Example:



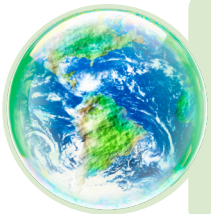
What do you know about asteroids?

They travel through space.



c **Listen to the utterances from the digital story and complete them with the correct words. There is an extra one.**

Track 8.3



1. The Earth is the only _____ planet.
2. If there is _____, there is life.
3. We should _____ trees.
4. If we _____ the use of pivate cars, the city air will be cleaner.
5. If there is no Sun, we can't _____.

- plant
- exist
- atmosphere
- habitable
- water
- reduce

d **Look at the picture on pages 140 and 141. Tick (✓) the people you see.**

☐ stars	☐ the Moon	☐ a UFO	☐ a comet	☐ the Earth
☐ a space station	☐ an astronaut	☐ a black hole	☐ an orbit	☐ a satellite

4 Time to Play

Go to page 171

a Take turns to play the game. Roll the cube and say one fact about the planet you land on. If you land on an asteroid, follow the instructions on it.

Example:



Mercury is the smallest planet in our solar system.





Mercury

Wait 2 Turns

Venus

Go To Mars

Earth

Sun

Mars

Go Back To Start

Jupiter

Wait a turn!

Saturn

Uranus

Go Back To Jupiter

Neptune

b Write three sentences you remember in your notebooks when you finish the game.

5 Time to Keep in Mind

Language in Use

Time for a task

a **Choose the correct picture and complete the sentences. Then talk about them.**

TIME TO REMEMBER!
If you put some water in the freezer, it turns into ice.

1. If you heat water, ...




2. If you mix red and blue, ...




3. If you heat ice, ...




4. If you don't water a plant, ...




Example:



If you heat water, it boils.

b **Listen to the utterances from the digital story and match the halves of the sentences. Then talk about them. There is an extra one.**

Track 8.4

1. If we reduce the use of private cars, ...
2. If we plant more trees, ...
3. If we take precautions against climate change, ...
4. If we don't look after Earth, ...

1	b
2	
3	
4	

a. we won't see extreme weather conditions.
b. the city air will be cleaner.
c. we will have trouble in the future.
d. we won't live on Mars.
e. the air will become cleaner.

TIME TO REMEMBER!
If we use solar enegy, it will be better for our environment.

Example:



What will happen if we reduce the use of private cars?

If we reduce the use of private cars, the city air will be cleaner.



c **Read the text about astronauts and rewrite the safety instructions.**

TIME TO REMEMBER!
Unless we plant more trees, the air quality will get worse.



Astronauts work in one of the most dangerous environments: space. (1) If they follow the safety rules, they will be safe. (2) If astronauts wear special spacesuits, the extreme temperatures won't harm them. (3) If they have enough food and water, they can complete the mission.(4) Finally, if they follow the protocol, astronauts won't have accidents in space.

Example: (1) Unless they follow the safety rules, they won't be safe.

(2) .....

(3) .....

(4) .....

6 Time to Play

Go to page 173

a Take a card and play the "Clues Game".

i

- Work in two groups.
- Describe the word on the top of the card using the clue words below.
- Don't forget to use "if" or "unless".
- Guess as many words as possible in one minute.
- Make sure you play in a fair and kind way.

Example:



If you heat ice, it turns into this form.

It is liquid!



liquid	a plastic	recycle	the Sun
			
heat ice turn into form	reduce recycle pollute environment	group items pollution rise	the sky hot bright

a star	ice	solar energy	Mars
			
the sky bright night	freeze water turn into form	use renewable dirty environment	discover water not live there

temperature	an astronaut	gas	rings
			
fall the weather cold	travel space job	heat water turn into	Saturn see amazing particles

b Write three sentences you remember in your notebooks when you finish the game.

7 Time to Explore

Reading Comprehension

a **Look at the photos quickly and answer the questions.**

1. What are these two places?
2. How is the weather there?





b **Read the travel magazine quickly and complete the text with the words in the box. There is an extra one.**

environment - the Sun - weather - disaster - continent - snow

Travel Magazine **15th June**

VACATION REFLECTIONS

In this issue of our magazine, two readers, Brian and Sandra, share their experiences from their journeys in two extreme places: the hot desert in South Africa and the cold (1) _____, Antarctica. Read their comments to find out the challenges of these unique climates and the unforgettable memories.



Brian

The desert was incredible! I have never experienced such a hot place before. During the day, the temperature was rising every hour. The place had a strange beauty besides its extreme (2) _____ conditions. It was peaceful and quiet - just me, endless sand, and the wind. **(A) If you want to enjoy the desert, you need to be ready for the heat.** The Earth's tilt makes it incredibly hot, so you feel the extreme climate. **(B) If you don't want to be tired and weak, just drink water.** A lot of water! I learned to respect the (3) _____ there. By the end, I was looking forward to cooler weather but honestly, I wouldn't change the experience for anything.

Sandra

Antarctica was unbelievable! The cold hit me when I stepped off the plane. **(C) Unless you wear suitable clothes, you will freeze within a few minutes.** The temperature was so low but I got used to it. The view was amazing with huge glaciers, endless (4) _____, and the penguins! The silence was great, too. **(D) If you want to see the wildlife, you must endure the cold weather but it's worth it.** It was hard to stay outside for long, with the freezing wind and low temperatures. I missed the warmth of (5) _____ but the place had a special energy of its own!



c Read the magazine on page 148 carefully and choose the sentences with similar meanings to the ones in bold.

A	a. If you're not ready for the heat, you can't enjoy the desert. b. Unless you enjoy the desert, you are ready for the heat.
B	a. If you feel tired and weak, don't drink water. b. Unless you drink water, you will feel tired and weak.
C	a. You should wear suitable clothes to freeze in just a few minutes. b. If you don't wear suitable clothes, you will freeze in just a few minutes.
D	a. You must endure the cold weather to see the wildlife. b. If you see the wildlife, you mustn't endure the cold weather.

8 Time to Note Down

Writing

a Read the questions and think about them. Then ask and answer in pairs.

Have you ever been somewhere with exreme weather conditions?

How was the weather?

How did you feel?

What did you do?

b Read the beginning of the story and write the rest of it.

Last summer, we had an incredible day. I was having a picnic by the seaside with my family. Suddenly, the sky got dark and a storm broke out. .....

.....

.....

.....

.....

.....

.....



c Read your stories to the whole class and give feedback to each other.

9 Time to Learn More

CLIL & Culture

a Read the texts quickly and write the names of the planets.

Pluto Saturn Mars Jupiter

1 .....



It is the largest planet in the solar system. It has no solid surface like the Earth. If you look at it through telescope, you can see some of its moons. This planet has a very strong magnetic field. There are many moons around it. It has 95 known moons but astronomers are still finding new ones. (a) _____ Scientists name them the Galilean moons. You can see the red spot on this planet. It is a massive storm.

2 .....

It is the second largest planet in the solar system. It is also a gas giant, and like Jupiter, it has no solid surface. (b) _____ They consist of ice and rock particles. If only we could study these rings, we can learn more about them. The planet's rings are one of the most notable features in the solar system.



3 .....



It is the fourth planet from the Sun and is often called the "Red Planet". It's because of its reddish colour. The planet gets that colour from iron oxide, or rust, on its surface. It is smaller than Earth but has many interesting features, like mountains and valleys. There is even a giant volcano on this planet, Olympus Mons. (c) _____

4 .....



It was once the ninth planet, but in 2006, the International Astronomical Union (IAU) called it a "dwarf planet". This is because it is much smaller than the other space objects. (d) _____. Its surface is very cold.

b Read the texts carefully and complete them with the sentences below.

- A. The planet is famous for its beautiful rings.
- B. This dwarf planet is made of rock and ice.
- C. It's the largest volcano in the solar system.
- D. Galileo Galilei discovered the first four moons of this planet in 1610.

c Think about the planets in the solar system. Ask and answer in pairs.

Example:



What can you say about the Earth?

It is the only habitable planet.



10 Time for a Story

a **Look at the pictures quickly and answer the questions.**

1. Where are the children?
2. What are they talking about?

SAVE THE EARTH



Leo : This is the first time I have ever seen the ocean. It looks so deep and endless like space!

Daisy : Yeah, mate. It seems big as Jupiter but small as Mercury. The ocean is wide but the Milky Way is so enormous that the Earth looks just a tiny planet in it.

Leo : Sure, but it's special because it's the only habitable planet.

Daisy : That's why we should protect it.



Leo : Look at all the plastic.

Daisy : Pollution harms our planet. It affects the seas, the oceans, the air, and even the climate.

Leo : You're right. It's mid-March and the sun is burning today. It's too hot.

Daisy : The temperature of Earth is always rising because of climate change.

Leo : If it continues like that, it will be a major disaster for our nature.

Daisy : I wish everyone realised how serious the situation is.



Leo : I know what to do. Let's start a campaign to save our world.

Daisy : What is your idea? What can we do?

Leo : Let's go home and prepare a poster.

Daisy : But first, let's pick up this waste.

Leo : OK, mate.



Daisy : "Blue like the oceans, green like the trees. Home is here Earth is! Stop Pollution and Fight for Our Planet!"

Leo : The poster looks so wonderful. It can help people understand why we have to protect our world.

Daisy : Let's put it up on the notice board in our school. We should tell everyone to take action, or we won't exist anymore. Unless we fight together, our future will be in danger.

b **Read the picture strip story carefully and act out in pairs.**

c Read the questions about the picture strip story and think about them.



Time to Think

1. What are the children looking at?
2. What is the reason for high temperatures?
3. What is Daisy's wish for climate change?
4. Why do the children start a campaign?
5. Which slogans do they write on the poster?

d Ask and answer the questions in 10c in pairs.

Example:



What are the children looking at?

They are looking at the ocean.



e What should you do to save the world? Talk in pairs.

Example:



What should you do to save the world?

We should ...



11 Time for a Project



Follow the instructions and do your project.

How to create a planet poster

1. Make a drawing of all the planets.
2. Label the planets.
3. Choose one of the planets.
4. Find some interesting facts about the planet.
5. Write about its size, temperature, and unique features.
6. Present your poster to the class.
7. Remember to give positive feedback on your classmates' project.

Mercury is the smallest planet in the solar system. It is also the closest planet to the Sun.

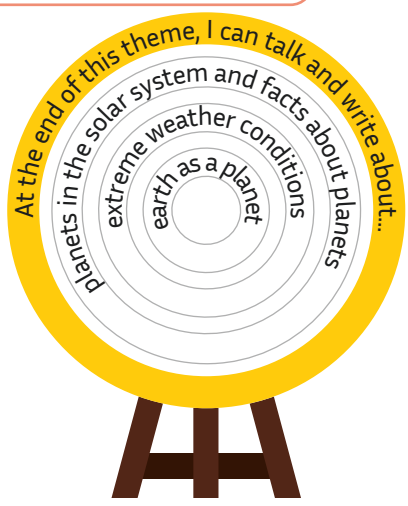


12 Time to Check Your Progress

Reflection



Colour the dart circles.



Got it! Need help! Confused!

Time to Practise

Time to check

1 **Read the text. Choose the correct options below to complete the text.**





Hello, I'm Nick. I work as an astronaut. Our job includes working in space and doing experiments in the space (1) _____. My day always starts early, at 6 a.m. I wash my face with no-rinse soap. Then I have a quick breakfast with freeze-dried food such as scrambled eggs. I go outside for a spacewalk after breakfast. Exercise is very important in (2) _____. Unless we exercise at least for an hour, we can't stay healthy here. Later, we check all the (3) _____ and start our work. We conduct scientific (4) _____. If the equipment is broken, we fix it. We don't need to fix them every day. In the afternoon, we have meetings with mission control on Earth. We can grow plants, study the body changes or test new technology here. After finishing our work, we have dinner and relax. We sometimes talk to our families on (5) _____. We don't forget to write in the daily journal. Finally, we get ready for sleep. We secure ourselves in our sleeping bags. If we don't do it, we float away.

1	a	telescope	b	station	c	energy	d	environment
2	a	space	b	air	c	atmospehere	d	the sky
3	a	equipment	b	letters	c	information	d	aliens
4	a	magazines	b	galaxies	c	programmes	d	experiments
5	a	Mars	b	the Sun	c	Earth	d	Venus

2 **Complete the sentences about astronauts in your own words.**

1. If they exercise at least for an hour, ...
2. If the equipment is broken, ...
3. If they don't secure themselves in their sleeping bags, ...

3 **Read the text in Activity 1 on page 153 again. Ask and answer questions about it in pairs.**

Example:



What happens if astronauts do not exercise?

Astronauts can't stay healthy if they do not exercise at least for an hour.



4 **Search some interesting facts about astronauts. Then write a short paragraph and read it for the whole class.**

Astronauts' bones and muscles weaken while they are in space. .....

.....

.....

.....

.....

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.....

5 **Listen to the poem. Underline the words with the letter "j". Circle the words with the letter "i".**

Track 8.5

JOURNEY TO JUPITER

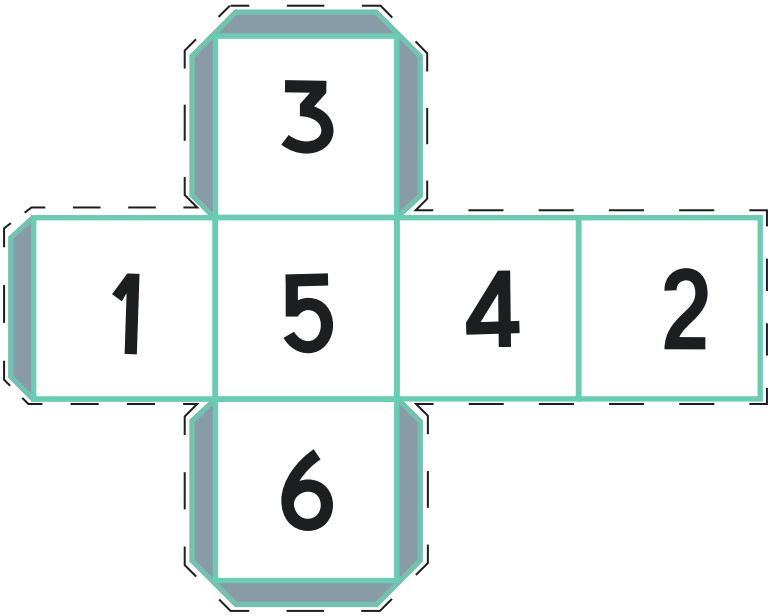
On a journey, we are,
Through the space so far.
We travel to Jupiter on a star;

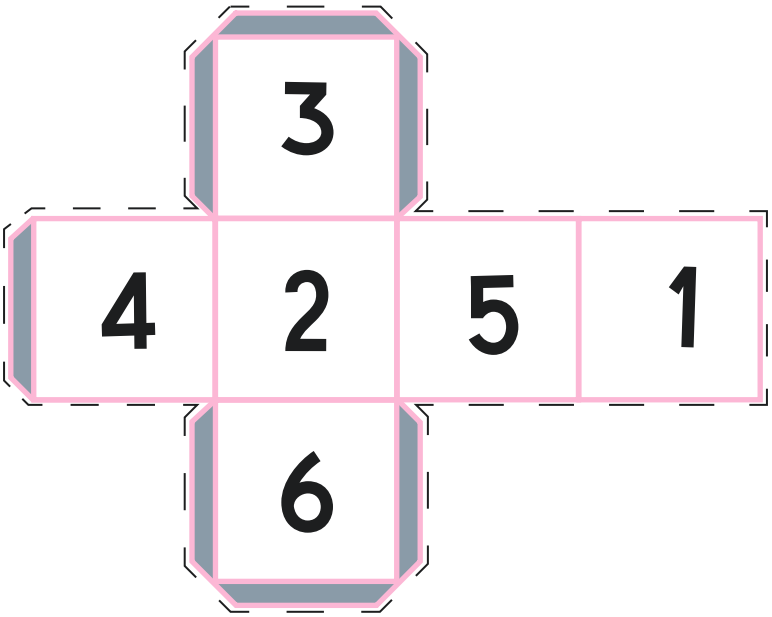
There is a giant storm spin in the sky.
Moon revolves, and comets fly,
With the joy in our hearts, we can drift on high.

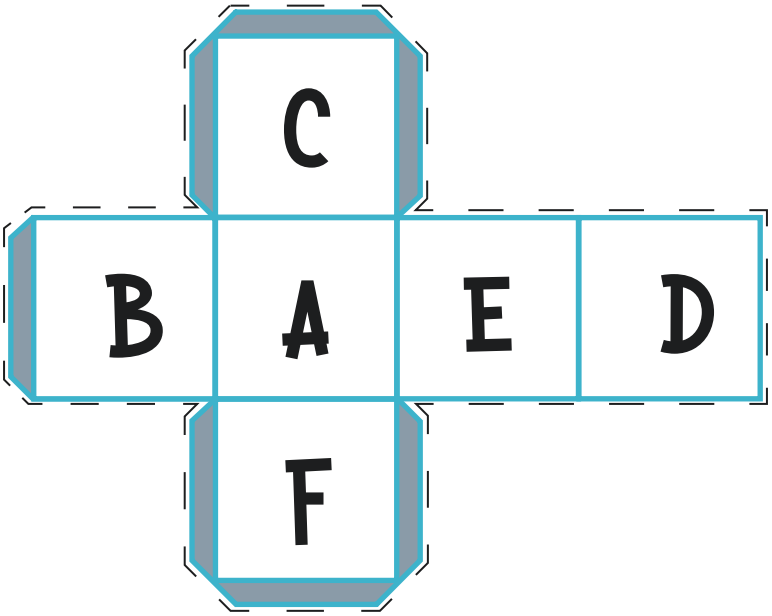
Jupiter's rings shine bright and so clear,
In the endless space, we have no fear.

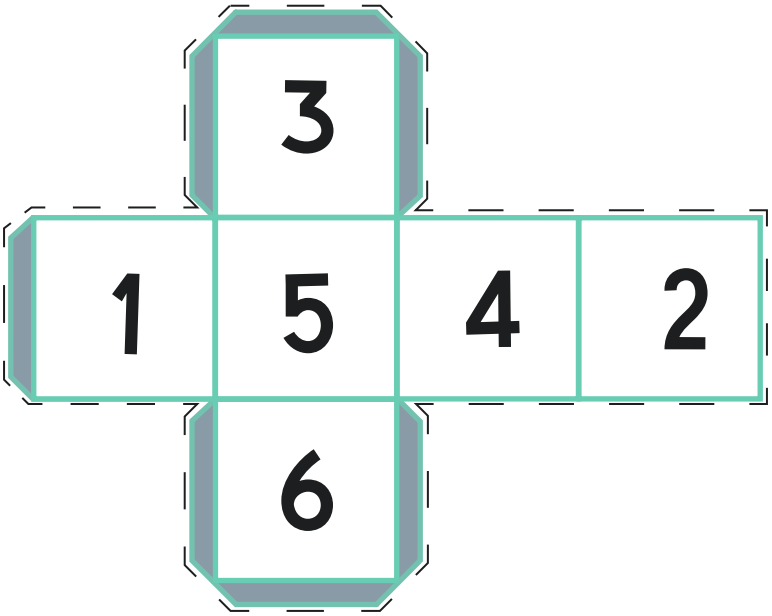
CUT-OUTS

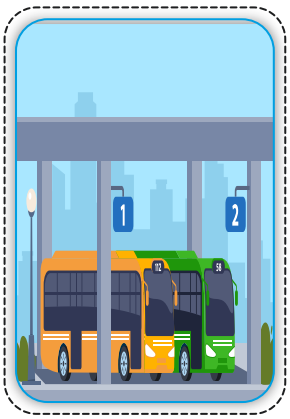
THEME 1
Page 33
Time to Play



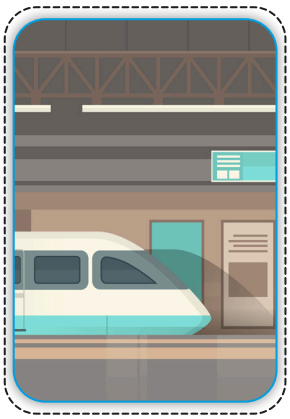

3
4
2
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1
6

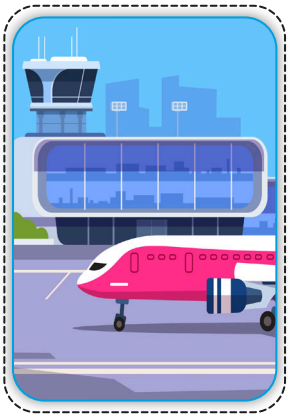

C
B
A
E
D
F


3
1
5
4
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6


1
2





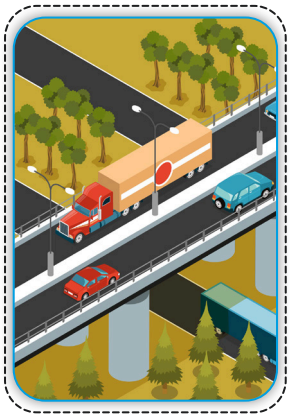
















STORY CARD 1

Yesterday, we went to the beach. We saw a dolphin swimming in the water ...

STORY CARD 2

I went to a bookshop last weekend. I wanted to buy a science magazine. I saw a man who put a book in his bag. Then he walked towards the car park ...

STORY CARD 3

Last summer, my father and I went to a zoo in İstanbul. Suddenly, we heard the alarm and everyone was in panic ...

STORY CARD 4

Last weekend, my cousins and I went to the village where our grandparents live. We went hiking in the forest and it was very enjoyable. We noticed a dog that was close to us ...

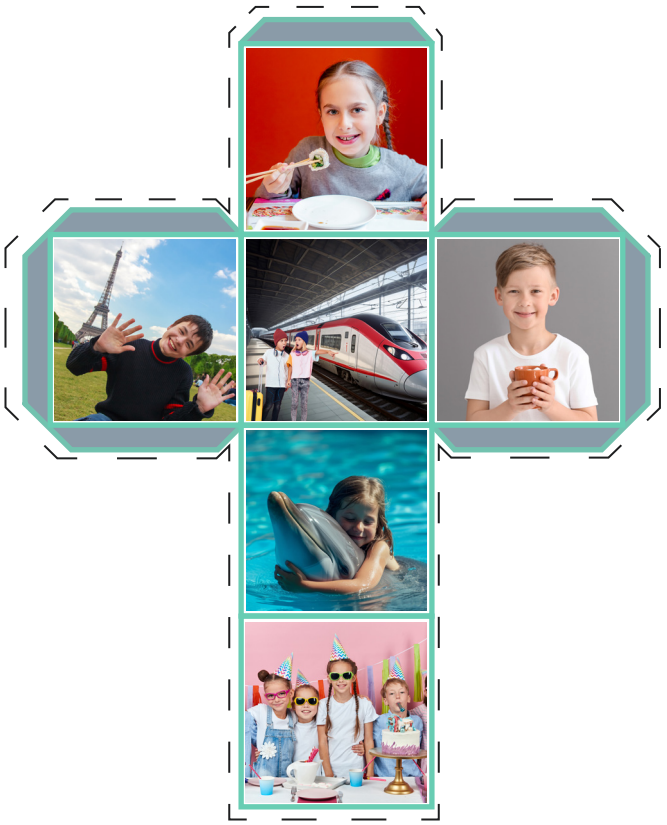
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	Germany	
the USA		England

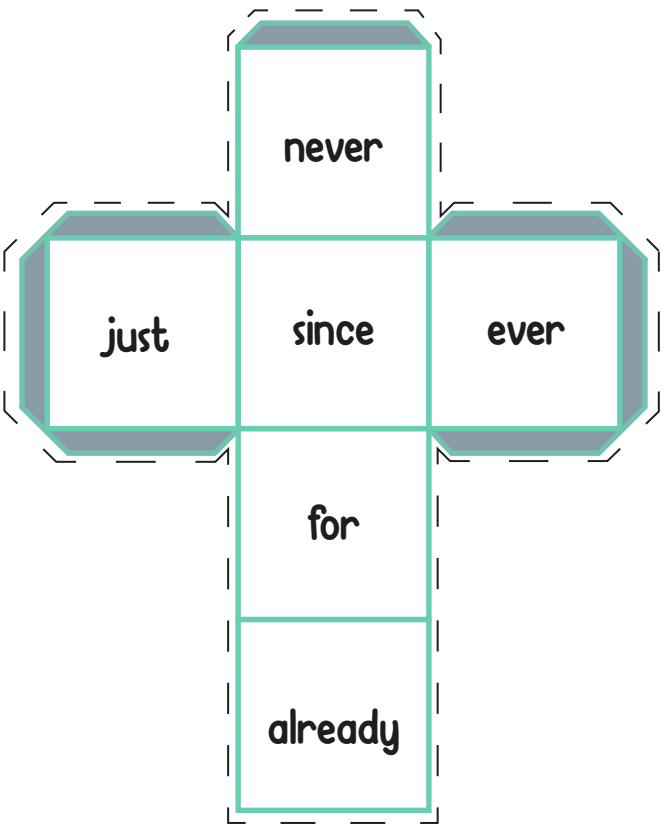
Kazakhstan		Kyrgyzstan
	Russia	
Ireland		Portugal

Turkmenistan		Italy
	China	
Australia		Spain

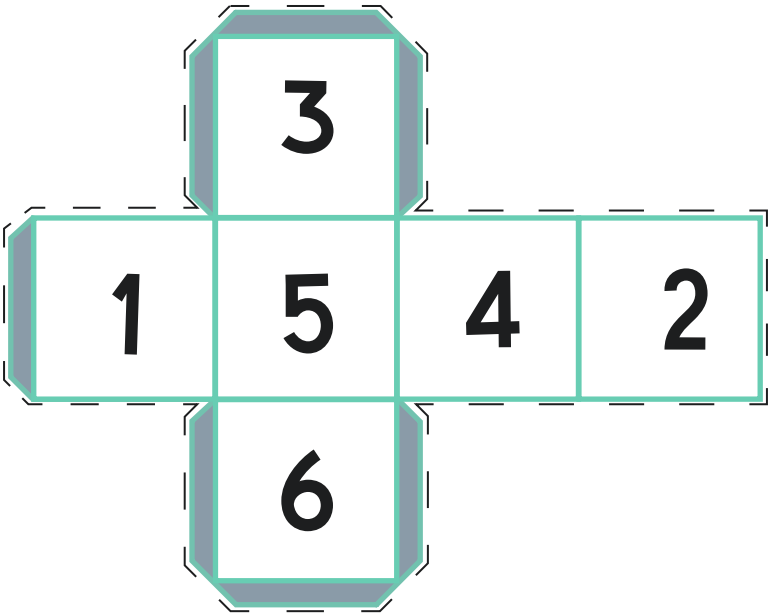
Japan		Uzbekistan
	Azerbaijan	
France		Turkish Republic of Northern Cyprus

Turkish	English	Portuguese	Chinese	French	German
Italian	Irish	Japanese	Russian	Spanish	American
Azerbaijani	Uzbek	Turkmen	Turkish Cypriot	Kazakh	Kyrgyz




never
just
since
ever
for
already


Tolga
Mike
Canan
Bahadır
Anna
Jane
Mehmet
Selen


3
1
5
4
2
6

liquid



heat
ice
turn into
form

a plastic



reduce
recycle
pollute
environment

recycle



group
items
pollution
rise

the Sun



the sky
hot
bright

a star



the sky
bright
night

ice



freeze
water
turn into
form

solar energy



use
renewable
dirty
environment

Mars



discover
water
not live there

temperature



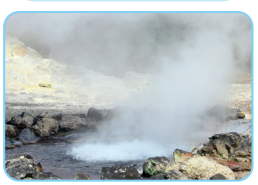
fall
the weather
cold

an astronaut



travel
space
job

gas



heat
water
turn into

rings



Saturn
see
amazing particles

DIGITAL STORIES

THEME 1
SCHOOL LIFE

Scene 1

Headmistress: Welcome, everyone! I am very excited to see so many new faces at our school this year. We are ready to help our new students. My name is Ms Aslan and I am the headmistress. I am in charge of the school. Today is the first day of the new term. We are here to welcome and guide you. This is Mr Carter. He is a headteacher and also your English teacher. You will meet your teachers in class. This year, we have sixty students in year 5. Let me introduce the school to you. We are in the school garden now. You can play basketball, football, and volleyball here. This man over there is Mr Yapıcı. He is our caretaker. He takes care of the school building. The woman next to him is Ms Pak. She is the cleaner. She cleans the whole school. You must use the toilets carefully. Please, throw your rubbish in the rubbish bin. Don't leave your classrooms dirty.
Students: Yes, Ma'am.
Headmistress: Now, it is time to enter the school building. Walk in the corridor slowly, please.

Scene 2

Headmistress: Mr Carter will guide you around school today. Follow his instructions and stand in line.
Mr Carter: Hello, boys and girls. Are you ready to see your school? You can ask questions and take notes. Don't forget to raise your hand before you speak.
Students: OK, Sir.
Student 1: Who is she, Mr Carter?
Mr Carter: She is the school nurse. She takes care of our health and gives us medical advice.
Nurse Buse: Hey, kids. I am Nurse Buse Keskin. I take care of students' health in this school. Feel free to come and visit me.
Students: Thank you, Miss Keskin.
Mr Demir: Welcome children. I am Mr Demir.
Student 2: Can I ask a question?
Mr Demir: Sure.
Student 2: What do you do, Mr Demir?
Mr Demir: I am the librarian and this is our school library. You can borrow books here. You can also help me organise the books. You mustn't shout in the library. We don't make noise here.
Mr Carter: One more thing...Don't run in the corridor.
Students: OK, Sir.

Scene 3

Mr Carter: Let's go and see the canteen.
Student 3: When can we come here, Mr Carter?
Mr Carter: You can eat here during the breaks but you cannot bring food or drink into the classroom.
Student 1: Can we see our classroom, Mr Carter?
Mr Carter: Of course. It's upstairs. Follow me. Look at the noticeboards, kids. We decorate them to celebrate and announce the national days. Do you know these important days?
Student 3: Yes. 29 October Republic Day, 23 April National Sovereignty and Children's Day, 30 August Victory Day, and...
Student 4: 19 May Commemoration of Atatürk, Youth and Sports Day and 15th July Democracy and National Unity Day.
Mr Carter: Well done, kids! We celebrate these national days with joy.
Do your best to show your respect and love to our country!
Students: Sure, Mr Carter!
Student 1: We are proud to be the children of a strong and free nation.
Mr Carter: That's it!

Scene 4

Mr Carter: Now, I need to talk about some other rules. Please, arrive at school on time every day. Always check your timetable and study for your exams. Don't forget to bring

your materials. Always try to do your tasks in class. Follow your teachers' instructions. Speak kindly to your teachers and friends. Don't bully your classmates. Always help and support them. Participate in the activities and enjoy your learning. Please don't forget to follow all safety instructions.
Students: Thank you, Sir!

THEME 2
CLASSROOM LIFE

Scene 1

Teacher: Hi kids! Please, sit down. How are you doing today?
Students: Fine. How about you?
Teacher: Thanks. I'm your English teacher, Ms Adams. We are together in the first lesson before the Visual Arts lesson. We always read and review books in this lesson. You work quietly in different groups to do and finish some tasks. You cannot do the tasks individually. You must present your work to the class. Then we discuss in groups and share our ideas as a whole class. Take notes during the presentations and ask questions. Before we start with today's reading, shall we go over some important classroom rules? Can anyone tell me a classroom rule? Raise your hand to speak, please.
Emre: We have to take care of the classroom objects and keep the classroom tidy.
Teacher: That's right, Emre. Never leave rubbish in the classroom, kids! OK? What else?
Ayla: We have to return to our seats before the teacher arrives.
Teacher: Thank you, Ayla. Also, you have to attend lessons and do your homework regularly. Don't forget to bring your materials. Listen to me carefully and follow the rules because they always help us learn well together.
Teacher: Look at the screen, please. This is a list of books. Read and write it down, please. There are about 150 pages in the books. You have to read and review one of them as a group.
Leyla: How many students are there in a group?
Teacher: There are four students in each group.
Demir: What is the deadline to finish our tasks, madam?
Teacher: On the 21st of April. You shouldn't ask me for extra time. Now, let's have groups of 4. In each group, there will be a monitor. I can always help you, too.

Scene 2

Jess: We have to share the task. Ms Adams wants us to work as a group, doesn't she?
Luke: Yes, sure mate. Shall we decide on our duties then?
Murat: First, let's choose our book and then organise a study plan. When can we meet to study?
Hailey: What about the fourth break after Robotic Coding lessons.
Luke: What time is the fourth break?
Hailey: At about 11 a.m.
Jess: That's OK for me.
Murat: We can prepare our presentation in the IT lessons.
Jess: Great idea, Murat.

Scene 3

Teacher: Are you ready, kids? I want to remind you of some details about your task. Please, arrive at your project meeting on time. You shouldn't be late. Be kind and helpful to each other.
Luke: Don't worry, madam.
Teacher: You can pair up with your friend and check each other's work. You follow my instructions, don't you?
Murat: Sure, Ms Adams. We'll do our best.
Hailey: Can I study alone, Jess?
Jess: I'm not sure. You can ask her about it but I think we have to study together.
Teacher: Pack your things and leave the classroom, please. See you next lesson.
Students: See you, Ms Adams.

THEME 3
PERSONAL LIFE

Scene 1

Melis: Hey Alice, are you ready?
Alice: Hey, Melis. Ready for what?
Melis: You're kidding, aren't you? We must clean the old drama room in the school.
Alice: Oh, is it today? This cleaning job seems so boring.
Melis: Come on, Alice.
Alice: Okay.

Scene 2

Alice: I can't see anything. Please turn on the lights.
Melis: Okay. Hey, look at this brown wardrobe. Let's look inside. It may be full of treasures.
Alice: Are you serious? It looks very old. It can fall. I'm nervous about it. Be careful!
Melis: It's too heavy.
Alice: Haha, it's full of old clothes! Whose clothes can they be?
Melis: They can be actors' and actresses' costumes. Let's try on some of them.
Alice: Hmm, I'm not sure.
Melis: Oh, don't be shy. Be brave. Let's get dressed.
Alice: OK. Let's see what's inside. There is a purple jacket, a pair of black socks, and an orange blouse here.
Melis: There's also a jumper and yellow trousers. Oh look, there's a swimming costume, too.
Alice: Look at this jewellery. There are silver earrings, rings, and a necklace. Look! This bracelet is so nice.
Melis: I want to wear this grey suit and tie. It fits me very well. Haha! This green hat is so funny, isn't it? Whose hat can it be?
Alice: I think it can be a clown's. I'm wearing a long red dress. It looks so pretty. I'm feeling a bit different. I feel something strange in my body.
Melis: Me too! Look at yourself! Your body is changing. Your hands and feet are getting bigger now.
Alice: You are also changing, aren't you? You are taller and your hair is longer and darker than usual.
Melis: Your hair... It's shorter and lighter. You've got curly fair hair now.
Alice: You're right, we're changing. Is there a mirror here?
Melis: Look, there it is.
Alice: We look like somebody else. My ears, eyes, nose, teeth, and skin are different. I'm looking different from head to toe. Look at my eyes! I have got hazel eyes, now.
Melis: Yes, you're right. My bones are getting bigger and I feel stronger. Look at my eyebrows and eyelashes! They look lighter.
Alice: I think these clothes are magical.
Melis: That's cool! Let's try on more!
Alice: All right. I'm wearing a pink skirt, blue tights, a white cardigan, and black shoes. I wonder how I look.
Melis: You look pretty. Take these sunglasses. They fit you very well.
Alice:) Thank you!
Melis: It's my turn now. I'm wearing blue trousers, a large white T-shirt, colourful flats, and a watch.
Alice: You look good. Take this. This handbag is mine and this bag is yours. It's like we're walking down at a fashion show, aren't we?
Melis: Yeah, we're lucky to find this wardrobe. I'm very happy to be here with you.
Alice: Me, too. Now, we have to take off these clothes and wear ours immediately! The bell can ring soon, and we must clean the whole room.
Melis: Yes, you're right. Let's get started.

THEME 4
FAMILY LIFE

Scene 1

Mehmet: Hey, Daddy. What's up?
Dad: I'm so busy, Mehmet. I'm cooking dinner for the whole family. I'm following a new recipe. What about you?
Mehmet: Not that bad. I'm going to my football training tomorrow afternoon.
Dad: Oh, where will it be?
Mehmet: At the stadium, of course.
Dad: Are you going yourself, my child? The stadium is not far from our bungalow,

actually.
Mehmet: Well, the coach wants to talk to a parent or a family member. Can you come with me?
Dad: I am so sorry Mehmet. You know, I'm a receptionist. I wake up early and start work in the morning. I'm going to welcome our guests and answer their questions.
Mehmet: What a pity! I'll try my mum, then.
Dad: Good idea, son.

Scene 2

Mehmet: Mummy! Where are you?
Mum: Come in Mehmet. I'm in the study room.
Mehmet: What are you doing?
Mum: I'm checking my e-mails, honey. Any problem?
Mehmet: Yes, mum. Can you take me to my football training tomorrow afternoon? Dad will be at work. What about you?
Mum: I'd love to, but I can't dear.
Mehmet: Why not?
Mum: I'm going to take care of my patients at the clinic all day. I'm going to check and clean their teeth. It will be a tiring day for this dentist mum!
Mehmet: Take it easy. I'll go and try granny, then.
Mum: Grandma is resting on the porch with grandad. Go on.

Scene 3

Grandpa: Hello, sweetheart! Are you OK?
Mehmet: Yes, grandpa. Do you have plans for tomorrow?
Grandpa: I'm going to go to work as usual.
Mehmet: At the chemist's?
Grandpa: That's right. We are the duty chemist this Saturday. I'm going to sell medicine and also finish my work in the lab.
Mehmet: Oh. Will you come to my football training with me tomorrow, Granny?
Grandma: My sweet grandchild! I'll be at the hospital. You know nurses. I will be taking care of patients and helping the doctors treat them.
Mehmet: You're busy, too. Let's call Aunt Esra and ask her.
Mehmet: Hi, Auntie. It's me, your favourite nephew.
Aunt: Hey, Mehmet. Great to hear from you.
Mehmet: You, too. How is it going at the music studio in the caravan?
Aunt: Brilliant! We're performing at the Autumn Music Festival next month. It is at the new concert hall in the city. We are writing new songs and singing them the whole day.
Mehmet: Cool! Can you take me to my football training tomorrow?
Aunt: I'm so busy, love. I can't make it.
Mehmet: Oh, no! Is Uncle Arif at home?
Aunt: He's on the way to the airport. Pilots usually have busy schedules. He's flying to Paris tonight. He won't be back home before Monday.
Mehmet: So, he's not available either.
Aunt: I'm afraid, not! See you, Mehmet.
Cousin: Here I am!
Mehmet: Yay! Welcome, Cousin Tuna!
Grandma: It's lovely to see you.
Cousin Tuna: Thanks, Grandma. I'm going to London next Monday. The journalists in my news company will be there. We're going to stay in a skyscraper.
Grandma: Wow! So exciting.
Cousin Tuna: Yeah! I'm going to interview some businessmen, take their photos and write new stories about them in the newsroom. That's why I'm here. I want to all see you before I leave.
Mehmet: Will you spend the weekend with us or am I dreaming?
Cousin Tuna: Of course I will, mate! Why are you thinking otherwise?
Mehmet: Can you take me to my football training tomorrow, Tuna?
Cousin Tuna: Where is it? At a gym or a sports centre?
Mehmet: No, at the stadium.
Cousin Tuna: Don't doubt it, Mehmet! I always have time to watch great footballers!
Mehmet: Yuppie! You're my hero!

THEME 5
LIFE IN THE NEIGHBOURHOOD AND CITY

Scene 1

Ann: Hello.
Olivia: Hey, Ann. What's up?
Ann: Great, thanks. How was your holiday? I'm so curious. Tell me everything that you did there.
Olivia: It was amazing. I have so much to tell you. I can't wait for the school day. Do you want to meet me at the park today?
Ann: That's a great idea. Where are we meeting?
Olivia: How about the park where we met last time?
Ann: Which park do you mean? I can't remember.
Olivia: The park next to the theatre.
Ann: Oh, got it. What time will we meet?
Olivia: At half past three. Is it okay for you?
Ann: Okay, see you, then.
Olivia: See you.

Scene 2

Ann: You went to İstanbul for your holiday, didn't you?
Olivia: Yeah, we went to İstanbul by aeroplane with my cousins. We met them at the airport. It was an amazing city.
Ann: Now, tell me about your trip.
Olivia: We visited so many places. The first place where we went was the Topkapı Palace. It was within walking distance of our hotel. We saw the thrones, swords, and clothes of the Sultans in the palace. I felt like I was in a history lesson. It was so cool.
Ann: That sounds amazing! Visiting the Topkapı Palace is my dream. What did you do next?
Olivia: We went to a popular miniature park, Miniatürk after the palace. I saw the models of remarkable places in Türkiye such as Fairy Chimneys, Atatürk's Mausoleum, The Blue Mosque, and the Bosphorus Bridge there. People in İstanbul generally use their own cars, or motorbikes or get on buses but the underground was the fastest way to travel in the city.
Ann: Wow! I love Miniatürk. It was crowded, wasn't it?
Olivia: Not really. After Miniatürk, we went to a café where we ate the most delicious baklava. It was near the train station. Then I went to the cinema with my sister when our parents were in a concert hall.
Ann: Nice, what else?
Olivia: At the bus station, we took the bus to go to the Galata Tower. It was so tall and beautiful. We took photos in front of the tower. Then we got on the lift to the top and watched the view of Golden Horn. It was incredible. We walked around the streets of Taksim in the afternoon. I bought a book about the city from a bookshop to remember this amazing trip. While we were walking around the streets, we got lost. We passed by a petrol station, a hospital, and a chemist's but we couldn't find our way. Then we found a tourist information desk. They told us to get onto a boat on the Bosphorus to return to our hotel. We passed through a big bridge. When we reached the port, we saw that our hotel was across the street. There was a post office and a gallery behind our hotel. My sister sent a postcard to her best friend from there.
Ann: What a crazy day! Did you buy anything else?
Olivia: Yeah, I went to a shopping centre and bought some souvenirs. There were so many toy helicopters, lorries, ships, vans, and ambulances at the shops. I bought a miniature train with a railway station for my little cousins. I think it's so cute. I hope my cousins will love it. I have something for you, too. Here is your present!
Ann: Oh, a lorry! That's very kind of you. You didn't forget my lorry collection. Thanks a million, bestie!
Oliva: You're welcome!
Ann: You did lots of things there. I want to plan a trip to İstanbul for the next holiday for sure!
Olivia: You should definitely go there. There's so much to see and do.

THEME 6
LIFE IN THE WORLD

Scene 1

Host (Speaker): Hello, welcome to Tastes of the World! I'm your host, Ms Brooks. I have already visited many food festivals around the world. I have tasted a lot of amazing dishes in different countries and continents to discover the most exciting flavours. Today, I'm at The Anchovy Festival in Türkiye. I'm meeting Chef Maksut. He is a world-famous famous chef. He's going to cook one of the most delicious dishes of the Turkish cuisine. Let's hunt for flavour!

Scene 2

Host (Speaker): Hi, Chef Maksut! It's so great to be here with you today.
Chef Maksut: Hello, Ms Brooks! I'm very happy to have you here in Türkiye. Welcome! Turkish people are fans of your show.
Host (Speaker): How long have you been a chef?
Chef Maksut: I have been a chef for twenty years. Cooking has been a passion of mine since my childhood.
Host (Speaker): So, you have taken part in many food festivals around the world, haven't you?
Chef Maksut: Exactly! I have been at Pizzafest in Italy, the Dumpling Festival in China, the Ikura Festival in Japan, the National Cherry Festival and the Maine Lobster Festival in the USA.
Host (Speaker): Have you ever been to the Fig Festival in Türkiye?
Chef Maksut: Yes, I have! It's a lovely festival with fresh figs with music, food and local traditions.
Host (Speaker): Great! Have you ever been to the Orange Blossom Festival in Türkiye?
Chef Maksut: Sure, it's the first and the greatest street event in Türkiye. I have tasted Turkish kebab and orange jam there. They were the best.
Host (Speaker): What was the sweetest festival you have ever attended?
Chef Maksut: The Chocolate Festival in France, indeed. French people have thrown it as a tradition since 1994. They celebrate it with a party.
Host (Speaker): Well, I've heard so much about Turkish food. I've never tried it before and I'm excited about it. Can you tell us about the meal you've prepared today?

Scene 3

Chef Maksut: Of course! Today, I'm going to tell you how to make crispy anchovies with spicy sauce. It is one of my newest recipes. First, prepare a large ice bath. Then put the pot on the cooker and boil some water. Cook the fish in the boiling water for about six minutes. Next, put the fish into the ice bath to cool. Cut off the anchovies' heads and remove the bones from the fish. Mix spices, a little oil, some lemon juice, garlic, and a glass of water in a bowl. Marinade the fish with this mixture. After that, grill them for about five minutes. Serve them with a few fried onions and mushrooms. Enjoy your meal!
Host (Speaker): Hmm! It's the best fish I've ever tasted in my life. It's even better than the steak!
Chef Maksut: I'm glad to hear that.

Scene 4

Host (Speaker): Thanks Chef. There's a big crowd here and I can't wait to taste different kinds of anchovy dishes at the other food stands.
Chef Maksut: Of course. You should try fried and roasted anchovies, too.
Host (Speaker): Thank you! I'm very pleased to meet you, Chef.
Chef Maksut: Me, too.

THEME 7
LIFE IN NATURE

Scene 1

Duru: Alper, I had the most amazing dream last night. Do you want to hear it?
Alper: Sure! What happened?
Duru: In my dream, I was jogging and collecting leaves in a tropical rainforest. It was boiling hot and I could hear birds

chirping while I was running. Suddenly, I saw a monkey swinging from a tree!
Alper: That sounds incredible! Who were you with? Were you on your own?
Duru: I was alone at first. Then I met a group of animals, an elephant, a zebra, and a tiger. They were hiking to the savanna when I saw them. It was such an unusual sight.
Alper: Hiking animals? Were they also enjoying the view too? Haha!
Duru: Believe it or not, they passed the grassland and I could follow them.
Alper: Where were they going? Into the forest?
Duru: No, they were going to the desert. It was dry and the sand was hot. The temperature was high. Suddenly, the animals disappeared. Then I saw two camels. They were walking slowly towards the lake while I was looking at them.
Alper: Did you follow them?
Duru: Of course, I did. They passed by a snake and then jumped into the lake when we reached there. It was so cool. Some fish were swimming in the lake while two ducks were having a picnic with a few rabbits beside them. A frog family was also sunbathing on the wetland. They were all in the mud.
Alper: Haha! Are you making this up Duru?
Duru: Could you listen? The story is not over.
Alper: All right then, go on. What happened next?
Duru: In a second, I found myself standing by a huge ocean. Suddenly, a storm broke out and the wind was fierce. A whale jumped out of the water while I was looking for shelter. Right next to it, two dolphins were swimming playfully. It was magical!
Alper: That's fantastic!
Duru: Definitely, it was like nature's magic. A few minutes later, I was flying with a group of colourful parrots.
Alper: Wow! That's mad!
Duru: Yeah. I flew over the forest with the parrots and reached the Arctic. It was absolutely freezing. There was ice everywhere and we were starving!
Alper: Poor you!
Duru: Luckily, some polar bears were fishing happily. They fed us with fish. We were all tired by the end of the day.
Alper: What a fantastic story! You should write about your dream for your English project.
Duru: Good idea, but it's too long.
Alper: You needn't worry about that. I will help you write it.
Duru: You're such a great friend, Alper. Thanks a million!

THEME 8
LIFE IN THE UNIVERSE

Scene 1

Mr Stern: Hello, everyone! Today, we will talk about the solar system. Are you ready?
Evelyn: Yes, Mr Stern! I love space. It's fascinating to look at up the sky think about all the stars and planets out there. Sometimes, I wonder if other galaxies, like the Milky Way, have planets too.
Mr Stern: Great! Evelyn, can you tell us the names of some planets?
Evelyn: Of course! Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.
Mr Stern: Well done! Kuzey, which planet is the biggest in the solar system?
Kuzey: Jupiter! It's massive. I hope I can see it one day and even travel around it! Its size is much bigger than Earth. How incredible!
Mr Stern: That's right. Jupiter is enormous! It has the largest diameter of all the planets. Vivian, do you know which planet is the hottest?
Vivian: Venus! It's really hot because of its thick atmosphere made of gas. The temperature there is so high. It can melt solid metal.
Mr Stern: Good job! Venus is a dangerous place because its temperature can rise to extreme levels. What is special about Earth, Thiago?
Thiago: Earth is the only habitable with water, life, and a healthy environment. Animals, plants, and people live here. It has a large population. It is also unique because it has both solid and liquid water. If there is water, there is life!

Mr Stern: Excellent! We must protect the Earth. What can we do to help?
Evelyn: Unless we recycle and reduce plastic use, we won't be able to prevent pollution on Earth.
Kuzey: We should also plant trees. Trees provide oxygen and help reduce harmful gases. If we plant more trees, the air will become cleaner.
Vivian: We can also walk, ride bikes, or use public transport. Cars cause air pollution, which affects the Earth's atmosphere. If we reduce the use of private cars, the city air will be cleaner.
Mr Stern: Great ideas! Now, let's talk about climate change and global warming. If we take precautions against climate change, we won't see extreme weather conditions. What can we do about it, Vivian?
Vivian: Global warming causes climate change. If we use solar energy, it will be better for the environment.
Mr Stern: Right! Solar power is a clean and renewable source of energy. Now, let's turn back to space. Do you know Mercury, Kuzey?
Kuzey: Yeah, it is the closest planet to the Sun. Mercury orbits the Sun in just 88 days.
Vivian: Wow! Then let me tell you about the farthest planet from the Sun. It is Neptune.
Mr Stern: Excellent! Thiago, which planet is red?
Thiago: Mars! It's often called the Red Planet because of its colour, which comes from iron oxide, or dust, on its surface. Some recent studies suggest there may be liquid water below its surface!
Mr Stern: Why not? If astronauts discover water on Mars, they will explore it more and even build habitats for humans in the future! What about Saturn, Vivian?
Vivian: Saturn has beautiful rings made of ice and rocks. They surround the planet like a giant and sparkling belt.
Mr Stern: That's true and let's forget Uranus. It has a very unusual tilt about 98 degrees. Now, let's talk about the centre of our solar system. What is the Sun, Evelyn?
Evelyn: The Sun is a star. It gives light and heat to Earth. It is bright and essential for life on Earth. If there is no Sun, we can't exist.
Mr Stern: Well done! The solar system is amazing each planet has its own characteristics.
We must always protect the Earth while exploring space. If we don't look after Earth, we will have troubles in the future. See you next lesson!

LISTENING TEXTS

REVISION 1

Track 1
Page 16
1. Listen to the dialogue and complete it. There is an extra one.

Tom: Hi! I'm Tom. I'm from the school newspaper. Can I ask you some questions?
Emily: Sure,Tom!
Tom: Let's begin with the first question. What is your favourite school activity?
Emily: I love club meetings. I am in the Art Club.
Nick: Hmm, I like the school plays and the 19 May Commemoration of Atatürk Youth and Sports Day.
Tom: It sounds great! Which sports do you like the most?
Nick: I like basketball the most.
Tom: What do you do at school on Tuesdays?
Emily: I have a Drama lesson on Tuesdays.
Nick: We participate in the talent show.
Tom: What do you like doing in English lessons?
Emily: I like learning new words in English lessons.
Nick: I like reading and speaking in English. I also like writing English stories.
Tom: What is your favourite lesson?
Nick: My favourite lesson is Science because I like doing experiments.
Emily: I like Art.I like drawing pictures
Nick: What is the time now?
Emily: It is half past ten. Come on!
Nick: Let's not be late!
Tom: Thank you guys for the interview. See you later!
Nick and Emily: Bye!

REVISION 2

Track 1
Page 22
1. Listen to the texts and number them.

1. Hello! My name is Aylin. I live in Ankara with my mum and dad. I'm a teacher. I work at a primary school. I teach English to my students. They are kind and I love my job. I go to school at 8 o'clock in the mornings. After school, I go to the library or café. I love reading books. At weekends, I visit my family.
2. Hi! I'm Ali. I'm a police officer. I work at a big police station in İzmir. I wear a uniform. I help people and keep the city safe. I start work early in the mornings. I love my job. It's sometimes hard but I enjoy helping others.
3. Hi! I'm Zeynep. I'm a doctor. I work at a hospital. I help sick people and check patients every day. I sometimes work at nights. I go to the café after work and drink tea. On Sundays, I go to the market with my family. We do the shopping and buy fruit and vegetables.
4. Hi! My name is Murat. I'm a farmer. I live in a village. I grow fruit and vegetables. I also take care of animals. Every morning, I get up early and work on the farm. On Saturdays, my children help me. We like working in the garden. I love nature and my job.
5. Hello! I'm Seda. I'm a singer. I sing songs with my band. I go to the studio every day. In the evenings, I take my dog for a walk and read books. On Sundays, I go to the theatre with my friends. After that, we drink coffee together. Singing is fun. I love my life!

THEME 1
SCHOOL LIFE

Track 1.1
Page 31
Activity 2
Time to Say
a. Listen to the utterances from the digital story to notice the falls at the end of them. Then practise saying them in pairs.

Today is the first day of the new term.
We are in the school garden now.
Please, throw your rubbish in the rubbish bin.

Track 1.2
Page 31
Activity 2
Time to Say
b. Listen to the text and draw an arrow for the utterances with a falling intonation.

Now, I must talk about some other rules. Arrive at school on time. Always check your timetable. Speak kindly to your teachers and friends. Do you obey these rules?

Track 1.3
Page 32
Activity 3
Time to Learn New Words
a. Listen to the text and complete it with the correct words in the boxes. There is an extra one.

Here are your teachers and headteachers. They manage the classroom and they are ready to guide you in the lessons or at break time. This is our headmistress. She is in charge of our school. The assistant to the headmistress helps her. Our librarian is another important person here. She helps you find books for your homework or reading. Our caretaker takes care of our school building. Our cleaner works really hard. She cleans our school every day. Finally, our school nurse always gives us medical support. You can visit her when you don't feel well.

Track 1.4
Page 42
Time to Practise
Activity 5
Listen to the sentences and draw a falling arrow for each sentence.

I would like to welcome you all.
1. Do not bully others.
2. Follow the instructions carefully.
3. Being punctual is important at our school.
4. Everyone wears a uniform at school.
5. Students arrive at school at 8 a.m.

THEME 2
CLASSROOM LIFE

Track 2.1
Page 47
Activity 2
Time to Say
a. Listen to the utterances from the digital story. Notice the rises and falls in the sentences. Then practise saying them in pairs.

You can't work individually. You shouldn't ask me for extra time. You shouldn't be late.

Track 2.2
Page 47
Activity 2
Time to Say
b. Listen to the text. Draw a rising or falling arrow for each sentence.

I'm a student at Atatürk Lower Secondary School. It isn't a big school. So, there aren't many students. I have some close friends at school. We aren't in the same class. We only meet at the break time.

Track 2.3
Page 48
Activity 3
Time to Learn New Words
a. Listen to the text and complete it with the correct phrases in the boxes. There is an extra one.

Students have to arrive on time for lessons. When the students come in, they must take their seats quickly. They should not forget to bring their materials. Students can discuss in pairs to practise their lessons. When the teacher asks, the students present their work to the class and complete their worksheets. At the end of the lesson, students have to clean their desks.

Track 2.4
Page 57
Time to Practise
Activity 4
Listen to the text and draw a rising or falling arrow for each sentence.

Many people think talking to a counsellor is easy but it can be difficult for some. Some people do not feel like the counsellor understands them. They are too worried or shy to share their feelings. Counsellors help these people. They listen carefully and support them. Counsellors give advice and help people find solutions to their problems. Maybe they do not help you with every problem However, talking to a counsellor can make you happy and relaxed.

THEME 3
PERSONAL LIFE

Track 3.1
Page 63
Activity 2
Time to Say
a. Listen to the utterances from the digital story. Notice the rises and falls in each sentence. Then practise saying them in pairs.

You are kidding, aren't you?
Is there a mirror here?
Whose clothes can they be?

Track 3.2
Page 63
Activity 2
Time to Say
b. Listen to the dialogue and draw a rising or falling arrow for each sentence.

Maya : Is Lily wearing a red coat today?
Mustafa : No, she isn't. She is wearing a yellow raincoat and brown boots. She is carrying a small handbag, isn't she?
Maya : Yes, she is. She looks beautiful with a friendly smile on her face. What do you think about her?
Mustafa : I think she is nice and clever.

Track 3.3
Page 64
Activity 3
Time to Learn New Words
a. Listen to the text and complete it with the correct words in the boxes. There is an extra one.

I'm Beyza. Let me tell you about my usual clothing. Today, I am wearing a hoodie and leggings. The weather is a little cold, so I am wearing a coat. I usually wear trainers because they are comfortable. I don't like boots, but I wear them on rainy days. In summer, I usually wear a T-shirt, flip-flops, and shorts because the weather is very hot. In spring and autumn, I usually take an umbrella with me. When I go out, I like wearing a dress and a belt. I sometimes wear a skirt and a shirt for a more casual look. I also have a pair of trousers for formal events.

Track 3.4
Page 74
Time to Practise
Activity 5
Listen to the dialogue and draw a rising or falling arrow for each sentence.

Emir : Hey, Seda. What are you doing?
Seda : Hi, Emir. I'm studying for my English exam.
Emir : You are still studying, aren't you? When are you taking a break?
Seda : In twenty minutes. Then I'm meeting with my friends at Sun Café.
Emir : You're meeting them at 3 p.m., aren't you?
Seda : Yes, we're going to have some coffee. Do you want to join us?
Emir : Sure, it sounds fun. See you there.

THEME 4
FAMILY LIFE

Track 4.1

Page 79
Activity 2
Time to Say
a. Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Mehmet : Is Uncle Arif at home?
Aunt : He is on the way to the airport. Pilots usually have busy schedules. He is flying to Paris tonight. He won't be back home before Monday.
Mehmet : So, he's not available either.

Track 4.2

Page 79
Activity 2
Time to Say
c. Listen to the words in 2b and check your answers.

1.afternoon 2. granny
3. football 4. e-mail
5. bungalow 6. banana
7. chair 8. climb

Track 4.3

Page 82
Activity 3
Time to Learn New Words
a. Listen to the text and complete it with the correct words in the boxes. There is an extra one.

There are many different kinds of jobs around us. Some people work indoors while others work outdoors. For example, a boss, a businesswoman, a musician, or an artist generally work inside the buildings. The place can be an office or a studio. Their workplace is usually more controlled and comfortable. However, it's not the same for a farmer, a driver, or a pilot. They are not usually in a building but in a vehicle during working hours. So, we can say that they don't stay in one place all day. The farmer drives a tractor in the field and the pilot flies the plane in the air. Is it better to work outdoors? Maybe, who knows? For me, an explorer's job is the most interesting one in the world. Explorers don't have a single workplace. They travel around the world, explore the jungles, or even dive into the deep sea. They also meet new people. It must be an amazing career. What is the most interesting job for you?

Track 4.4

Page 82
Activity 3
Time to Keep in Mind
b. Listen to Bilge's weekend plans and complete her planner. Then ask and answer about her plans in pairs.

Hi, my name's Bilge. I always write my plans on my weekend planner. This Saturday, I'm going jogging at the beach in the morning. My mum is coming with me, of course. I'm visiting my grandmother at three o'clock in the afternoon. We are going to plant flowers in her balcony. How nice! I'm planning to read my book in the evening. It is better to do relaxing things after a busy day.
Sunday is my favourite. I'm having a big breakfast with my family in our garden. That's going to be an amazing morning. Then I'm going to Ada's birthday party at half past two in the afternoon. Ada is my best friend and I'm so excited for the party. In the evening, I'm practising English with my sister, Defne. She is very helpful and kind to me. That's all for this weekend. It's time to sleep now.

Track 4.5

Page 90
Time to Practise
Activity 3
Listen to the poem and underline the words with the letters "a" and "b". Then read it aloud in the class.

JOBS
An actor on set, with a role to act,
In the cinema's light, day and night.

An artist paints with his brush,
Making pictures that are bright.
The driver of a bus drives on the street,
A taxi and a lorry, where the ways meet.
A businessman works all day,
In the office, making pay.
An officer, at the police station to catch,
Protecting the streets, with duty to watch.
A footballer plays the game,
Running fast and feeling brave.

THEME 5
LIFE IN THE NEIGHBOURHOOD AND CITY

Track 5.1
Page 95
Activity 2
Time to Say
a. Listen to the dialogue and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Leyla : I went to a classical music concert with my dad last night . It was at the concert hall and the place was so cool!
Ben : Really? I didn't know there was one here.
Leyla : Yeah, it's behind the cinema. I was very crowded inside but I enjoyed a lot. It was fascinating!
Ben : That sounds nice! Why don't we check out the upcoming concerts? We can go together the next time.
Leyla : Good idea!

Track 5.2
Page 96
Activity 3
Time to Learn New Words
a. Listen to the text and complete it with the correct words in the boxes. There is an extra one.

There are lots of transportation tools in the city! Each vehicle has got different features. Cars and motorbikes travel through traffic. Aeroplanes fly high above and take you to distant places quickly. Lorries help people carry their goods. A bus, a train or an underground can take many people to their destinations at the same time. Some people use public transportation tools while other people prefer private transportation tools. Now tell me, which one is your favourite?

Track 5.3
Page 98
Activity 5
Time to Keep in Mind
a. Listen to the part from the digital story and complete it with the words in the box. There is an extra one.

At the bus station, we took the bus to the Galata Tower. It was so tall and beautiful. We took photos in front of the tower. Then we got on the lift to the top and watched the view of Golden Horn. It was incredible. We walked around the streets of Taksim in the afternoon. I bought a book about the city from a bookshop to remember this amazing trip. While we were walking around the streets, we got lost. We passed by a petrol station, a hospital, and a chemist's but we couldn't find our way. Then we found a tourist information desk. They told us to get onto a boat on the Bosphorus to return to our hotel.

THEME 6
LIFE IN THE WORLD

Track 6.1
Page 111
Activity 2
Time to Say
a. Listen to the part from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Hello, welcome to Tastes of the World! I'm your host, Ms Brooks. I have already visited many food festivals around the world. I have tasted a lot of amazing dishes in different countries and continents to discover the most exciting flavours. Today, I'm at the Anchovy Festival in Türkiye.

Track 6.2
Page 112
Activity 3
Time to Learn New Words
a. Listen to the text and complete it with the correct words in the boxes. There is an extra one.

Do you have guests for dinner and you don't know what to cook? Imagine a meal where a delicious steak, a crispy toast, and mushrooms with cream on your plate. Add a sweet touch of jam and mix it with a garlic and onion sauce. Also, enjoy a glass of cold soda water and finish with a mint scented sweet treat. Please, don't forget to add a slice of lemon to your drink! Do you think you can't cook or prepare all these? All right, a quick omelette will be more than enough!

Track 6.3
Page 112
Activity 3
Time to Learn New Words
c. Listen to the recipe from the digital story and circle the correct words in bold.

Today, I'm going to tell you how to make crispy anchovies with spicy sauce. It is one of my newest recipes. First, prepare a large ice bath. Then put the pot on the cooker and boil some water. Cook the fish in the boiled water for about six minutes. Next, put the fish into the ice bath to cool. Cut off the anchovies heads and remove the bones from the fish. Mix spices, a little oil, some lemon juice, garlic, and a glass of water in a bowl. Marinade the fish with this mixture. After that, grill them for about five minutes. Serve them with a few fried onions and mushrooms. Enjoy your meal!

Track 6.4
Page 122
Time to Practise
Activity 4
Listen to the text and notice the words beginning with the letters "e, f". Write them down and practice saying them in pairs.

This morning, I prepared breakfast for my family. I fried four eggs in a pan. I used some flour to make pancakes. I served them with some fruit juice and espresso. Everybody enjoyed the meal.

THEME 7
LIFE IN NATURE

Track 7.1
Page 127
Activity 2
Time to Say
a. Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Duru : Alper, I had the most amazing dream last night. Do you want to hear it?
Alper : Sure! What happened?
Duru : Well, in my dream, I was jogging and collecting leaves in a tropical rainforest. It was boiling hot and I could hear birds chirping while I was running. Suddenly, I saw a monkey swinging from a tree!

Track 7.2
Page 127
Activity 2
Time to Say
c. Listen to the words in 2b and check your answers.

1. frog
2. giraffe
3. hiking
4. elephant
5. high

Track 7.3
Page 128
Activity 3
Time to Learn New Words
a. Listen to the text and complete it with the correct words in the boxes. There is an extra one.

Welcome, kids. I am Ms Kahraman. I work here as a park ranger. Today, I will guide you around the national park. In the first zone here, there are animals you can see on a farm. You can't feed the ducks or rabbits. You will see some wild animals in the second zone. You can normally see them in a temperate forest or a savanna. You can take photos of lions, zebras, and bears. Be careful! You mustn't disturb the animals. In the last zone of the national park, you will see some animals like whales, dolphins, and penguins. They live in oceans. Always stay at a safe distance from the animals. Let's start our tour now. I hope you enjoy it.

Track 7.4
Page 130
Activity 5
Time to Keep in Mind
a. Listen to the utterances from the digital story and match the halves of the sentences.

1. They were hiking to the savanna when I saw them.
2. They were walking slowly towards the lake while I was looking at the camels.
3. The camels jumped into the lake when we reached there.
4. Some fish were swimming in the lake while two ducks were having a picnic with a few rabbits beside them
5. A whale jumped out of the water while I was looking for shelter.

Track 7.5
Page 130
Activity 5
Time to Keep in Mind
c. Listen to the teacher and put a tick or cross on the checklist below .Then talk about it.

Dear students, we are going on a school trip to the national park next Saturday. I want to remind you of some important points. You need to ask your parents for permission first. They will sign a permission paper before the trip. They needn't call me or other teachers. They can send a text message about their questions. Let's come to the trip day. You needn't wear your school uniform but you need to choose a suitable clothing. You can wear casual clothes and trainers. Don't forget to put on a hat. There is one more point, kids. You needn't bring any food or drinks. We will have lunch together at a nice restaurant there. It will be nice to see many animals. I hope you enjoy your trip.

Track 7.6
Page 138
Time to Practise
Activity 5
Listen to the "Thank you" message from Murat to Burak. Then find and write the words with the letters "g" and "h".

Hey Burak, I just wanted to give you a huge thank you for everything. When our boat suddenly flipped and I fell into the lake, I was horribly scared. You grabbed me and helped us reach that little island. It was a hard, long night. I'm so glad you stayed strong. We were super lucky that the fisherman found us! Greatly grateful.

THEME 8
LIFE IN THE UNIVERSE

Track 8.1
Page 143
Activity 2
Time to Say
a. Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Mr Stern : Which planet is the biggest in the solar system, Kuzey?
Kuzey : Jupiter! It's massive. I hope I can see it one day and just travel around it! Its size is much bigger than Earth's. How incredible!

Track 8.2
Page 144
Activity 3
Time to Learn New Words
a. Listen and complete the text with the correct words in the boxes. There is an extra one.

Hi, everyone. Welcome to the TV show "Space explorers". I'm Ms Cooper. Today, we will take a journey through space in our programme. First, imagine you're looking at the sky. The Sun shines brightly, right? Our planet Earth orbits the Sun while the Moon revolves around the Earth. That's amazing, isn't it? Out there, asteroids and comets travel through the space. We can sometimes see them from the Earth. At night, stars twinkle above in the sky. They always remind us how big the Milky Way galaxy is. Space is full of many other wonders. Let's get started now and have a deep look at all these elements.

Track 8.3
Page 144
Activity 3
Time to Learn New Words
a. Listen to the text and complete it with the correct words in the boxes. There is an extra one.

1. The Earth is the only habitable planet.
2. If there is water, there is life.
3. We should plant trees.
4. If we reduce the use of private cars, the city air will be cleaner.
5. If there is no Sun, we can't exist.

Track 8.4
Page 146
Activity 5
Time to Keep in Mind
b. Listen to the utterances from the digital story and match the halves of the sentences. Then talk about them. There is an extra one.

1. If we reduce the use of private cars, the city air will be cleaner.
2. If we plant more trees, the air will become cleaner.
3. If we take precautions against climate change, we won't see extreme weather conditions.
4. If we don't look after Earth, we will have trouble in the future.

Track 8.5
Page 154
Time to Practise
Activity 5
Listen to the poem. Underline the words with the letter "j". Circle the words with the letter "i".

JOURNEY TO JUPITER
On a journey, we are,
Through the space so far.
We travel to Jupiter on a star;
There is a giant storm spin in the sky.
Moon revolves, and comets fly,
With the joy in our hearts, we can drift on high.
Jupiter's rings shine bright and so clear,
In the endless space, we have no fear.

WARM-UP ACTIVITIES

THEME 1 - SCHOOL LIFE

One Word Story:
Make a circle as a whole class. A (volunteer) student begins to tell a story with one sentence. Each student in the circle establishes story with adding just "one word". The activity is complete when students think that they have a coherent story.

THEME 2 - CLASSROOM LIFE

Machine Game:
Form groups of 4 or 5. Work together with your group members and become different parts of objects. When groups are ready, ask and try to guess the objects/machine.

THEME 3 - PERSONAL LIFE

Copy Circle:
Make a circle as a whole class. One (volunteer) student does an action and makes a sound. The next student copies the movement and the sound. Then adds his/her action and sound. The group continues to copy and add a few rounds.

THEME 4 - FAMILY LIFE

Freeze Frame:
2 students begin to improvise a scene with dialogue and physical action. A student randomly shouts "freeze" and taps one of the student's shoulders. The student sits down, and another student takes his/her place. The new student starts a new dialogue with former student

THEME 5 - LIFE IN THE NEIGHBOURHOOD AND CITY

Star Numbers:
A (volunteer) student draws a star to the whiteboard and write numbers to each side of the star. Each number means something about that student's life. When numbers are complete, students in the class ask questions and guess what numbers stand for.

THEME 6 - LIFE IN THE WORLD

Two Truths and a Lie:
A (volunteer) student tells three things (two true statements and a lie) about herself/himself. Other students try to find the lie. When a student finds the lie, he/she swaps places and tells three things.

THEME 7 - LIFE IN NATURE

Object Game:
Divide the class into two teams. A (volunteer) runs to the middle of the class, becomes an object and shouts its name. (I am a tree!) Another student in the team runs and becomes something else in the same picture. (I am a bench near the tree!) Students should be fast. Whoever finishes the picture first wins!

THEME 8 - LIFE IN THE UNIVERSE

Fruit Basket:
Make a big circle. Divide students into 3 or 4 groups by giving them fruit names. You can call two of the fruit names, these groups must run and swap places. When you shout, "fruit basket", all students must swap places in the room.

GLOSSARY

n: noun v: verb adj: adjective adv: adverb

THEME 1
SCHOOL LIFE

attend (v): to go to school, a class, or an event
boy (n): a male child or young person
bring (v): to take something or someone with you to a place
bully (v): someone who hurts or frightens others on purpose
caretaker (n): a person who looks after a school building
celebration (n): a special event to mark a happy occasion
classmate (n): a student in the same class as you
classroom (n): a room where students have lessons
cleaner (n): someone whose job is to clean places
counsellor (n): a person trained to help students with problems
decide (v): to choose something after thinking about it
do tasks (v): to complete jobs or activities you are given
enter (v): to go into a place
fix problems (v): to solve or repair things that are wrong
follow safety instructions (v): to do what safety rules tell you to do
girl (n): a female child or young person
give health advice (v): to tell someone what to do to stay healthy
guide (v): to help someone go in the right direction or make good choices
have a break (v): to stop working or studying for a short time to rest
headmaster (n): the man in charge of a school
headmistress (n): the woman in charge of a school
headteacher (n): the person in charge of a school (man or woman)
learn (v): to get knowledge or a skill by studying or practicing
leave (v): to go away from a place
librarian (n): a person who works in or is in charge of a library
make decisions (v): to choose what to do after thinking about it
make noise (v): to create sound, often loud or unwanted
man (n): an adult male human
manage (v): to control or be in charge of something
noticeboard (n): a board where notices and information are displayed
obey rules (v): to do what the rules say
offer support (v): to say or show you are ready to help someone
organise books: (v) to arrange books in a tidy or planned way
participate in (v): to take part in an activity
prepare: (v) to get ready for something
provide (v): to give something that is needed
raise your hand: (v) to lift your hand to show you want to speak
responsibility (n): something you must do or take care of
school nurse (n): a person at school who helps with health problems
shout (v): to speak very loudly
student (n): someone who studies at school or college
support classmates (v): to help other students in your class
take care of (v): to look after someone or something
teach (v): to help someone learn by giving information
teacher (n): someone whose job is to teach students
throw rubbish (v): to put waste in the bin
use: to do something with an object or tool
wear a uniform (v): to have special clothes for school or work on your body

THEME 2
CLASSROOM LIFE

assistant (n): someone who helps another person in their job
assistant to the headmaster (n): a person who helps the headmaster with school duties
borrow (v): to take something for a short time and return it later
break time (n): a short rest period between

school lessons
check: (v) to look at something carefully to make sure it's correct
complete (v): to finish doing something
copy (v): to write or make something exactly the same
counsellor (v): someone who helps students with personal or school problems
dictionary (n): a book or app with words and their meanings
discuss (n): to talk about something with others
do practice (v): to repeat something to get better at it
finish your task (v): to complete your work or duty
follow the rules: to do what the rules say
give examples (v): to show something by using specific cases
helper (n): someone who gives help to another person
Information Technology (IT) (n): the study or use of computers and software
match (v): to put things that go together in pairs
monitor (n): a student who helps the teacher with simple tasks
on time:(adv) not late; at the right time
organise (v): to arrange or plan things well
pair (n): two people or things that go together
present (v): to give or show something, often in front of a group
presentation (n): a talk or display to show information to others
raise your hand (v): to lift your hand to show you want to speak or ask something
Religion and Morals (n): a school subject about beliefs, values, and moral issues
remind (v): to help someone remember something
repeat (v): to say or do something again
responsibility: something you must do or take care of
responsible for (adj): in charge of something; having a duty
return (v): to give something back
review (v): to look at something again to check or study
Robotic Coding (n): writing instructions for robots to follow
rubbish (n): things you throw away; garbage
screen (n): the part of a computer or TV you look at
seat (n): a place to sit
share (v): to give part of something to others
smart board (n): an electronic board you can write on and use with a computer
stand in line (v): to form a row of people waiting for something
study alone/individually (v): to learn without other people
study for exams (v): to prepare and learn before a test
subject (n): a topic studied in school, like Maths or Science
take notes (v): to write down important information
Tales and Legends (v): old stories, often with imaginary events or heroes
tidy (v): to clean and put things in order
turn on/off (v): to start or stop a machine or device
Visual Arts (n): school subject about drawing, painting, and other art forms
write down (v): to put information on paper or a screen

THEME 3
PERSONAL LIFE

attractive (adj): having the power to attract interest or admiration
back (n): the rear part of the human body from neck to hips
beard (n): hair that grows on the lower part of a man's face
belt: a strip of flexible material worn around the waist to support clothes
blond(e): a person having yellowish hair
bracelet (n): an accessory worn around the wrist
brave (adj): showing no fear of dangerous or difficult situations
bright (adj): shiny
brunette (n): a woman with dark brown hair
cardigan (n): a piece of clothing often made of wool
chin (n): the lower part of the face below the mouth
creative (adj): having the ability to produce new and original ideas
earring (n): a piece of jewelry worn on the ear
eyebrow (n): the thin line of hair that is

above each eye
eyelash (n): one of the hairs growing at the edge of the eyelid
finger (n): one of the five seperate parts at the end of your hand
flipflops (n): a type of sandal that you can wear on your foot
get dressed (v): to put clothes on oneself
gloves (n): coverings for the hands with separate sections for each finger and thumb
good-looking (adj): being attractive
handbag (n): a small bag carried by a woman to hold personal items
heart (n): the organ in the chest that pumps blood
height (n): the measurement of how tall someone or something is
helmet (n): protective headgear, often used in sports or motorcycling
hoodie (n): a sweatshirt or jacket with a hood
jacket (n): a short coat
jewellery (n): accessories such as rings or necklaces worn as decoration
jumper (n): a piece of clothing that covers the top of your body
knee (n): the joint between the thigh and the lower leg
leggings (n): a piece of clothing covering the legs, typically worn by women
moustache (n): hair grown on the upper lip
naughty (adj): behaving badly or disobediently
necklace (n): a piece of jewelry worn around the neck
personality trait (n): characteristics and qualities that help define you as an individual
physical appearance (n): the way someone looks on the outside
plump (adj): slightly overweight
pyjamas (n): loose-fitting clothes worn for sleeping
ring (n): a band worn on a finger, often as jewelry
scarf: a length of fabric worn around the neck or head for warmth
shoulder (n): the joint between the arm and the body
silver (n): a shiny grey
skin (n): the outer covering of the body
slippers (n): soft shoes that you wear indoors
straight (adj): not curved or bent in hair
suit (n): a set of matching jacket and trousers
swimming costume (n): a clothing that you wear for swimming
tie (n): a long piece of cloth worn around the neck
tights (n): tightfitting legwear covering from the waist to the toes
tongue (n): the soft thing inside your mouth that you move and use for tasting and speaking
try on (v): to put on clothing to check the fit or look
wardrobe (n): a person's collection of clothes

THEME 4
FAMILY LIFE

act (v): to perform a part in a play or film
actor (n): a person who performs on the stage, on television or in films, especially as a profession
airport (n): a place where planes land and take off and that has buildings for passengers to wait in
artist (n): a person who creates works of art, especially paintings or drawings
attic (n): a room or space just below the roof of a house, often used for storing things
basement (n): a room or rooms in a building, partly or completely below the level of the ground
boss (n): a person who is in charge of other people at work and tells them what to do
bungalow (n): a house built all on one level, without stairs
businessman (n): a man who works in business, especially at a high level
businesswoman (n): a man who works in business, especially at a high level
cabin (n): a small house or shelter, usually made of wood
caravan (n): a road vehicle without an engine that is pulled by a car, designed for people to live and sleep in, especially when they are on holiday
chemist (n): a person whose job is to prepare and sell medicines, and who works in a shop
chemist's (n): a shop that sells medicines and usually also soap, make-up, etc.
clinic (n): a building or part of a hospital where people can go for special medical treatment or advice
coach (n): a person who trains a person or

team in sport
company (n): a business organization that makes money by producing or selling goods or services
concert hall (n): a large building in which concerts are performed
construction site (n): a piece of land on which a house or other building is being built
corridor (n): a long passage in a building with doors on the sides
cook (n): someone who prepares and cooks food
countryside (n): land outside towns and cities, with fields, trees, etc.
customer (n): a person who buys goods or services
dentist (n): a person who treats people's teeth
doctor (n): a person who treats people who are ill
driver (n): someone who drives a vehicle
engineer (n): someone who designs or builds machines or structures
explorer (n): a person who travels to unknown places to discover things
factory (n): a building where things are made in large amounts
farm (n): land used for growing crops or raising animals
farmer (n): someone who owns or works on a farm
fix cars or machines (v): to repair vehicles or equipment when they are broken
floor (n): all the rooms that are on the same level of a building
footballer (n): someone who plays football, especially as a job
gallery (n): a room or building for showing works of art
guest room (n): a bedroom for people who are visiting
gym (n): a place with equipment for doing physical exercise
hospital (n): a place where sick or injured people are treated
interview (n): a meeting where someone is asked questions
journalist (n): someone who writes news stories for newspapers, TV, or online
kitchen (n): a room where food is prepared and cooked
laboratory (n): a room used for scientific work or tests
laundry room (n): a room where clothes are washed
manager (n): a person who is in charge of part of a business or team
mechanic (n): a person who repairs machines, especially car engines
musician (n): someone who plays a musical instrument or writes music
newsroom (n): a place where news is prepared for broadcasting or publishing
nurse (n): a person trained to care for sick or injured people
office (n): a room or building where people work at desks
patio (n): a flat area outside a house where people sit or eat
pilot (n): a person who flies an aircraft
porch (n): a covered area at the entrance of a building
receptionist (n): a person whose job is to deal with people arriving at or phoning a hotel, an office building, a doctor's surgery, etc.
restaurant (n): a place where you can buy and eat a meal
sculptor (n): a person who makes sculptures as art
seaside (n): the area near the sea, especially for holidays
shop (n): a place where you buy things
skyscraper (n): a very tall building in a city
sports centre (n): a building with places to do sports
stadium (n): a large place for sports, with seats for people to watch
stairs (n): a set of steps between two levels of a building
storage room (n): a room used to keep things that are not in use
studio (n): a room where artists, musicians, or photographers work
teacher (n): someone whose job is to teach students
tiny house (n): a very small home, often on wheels
travel (v): to go from one place to another, often far away
treat (v): to give medical care or try to cure someone
workplace (n): the place where you do your job

THEME 5
LIFE IN THE NEIGHBOURHOOD AND CITY

aeroplane (n): a powered aircraft with fixed wings for flying
airport (n): a place where aircraft land and take off and where there are buildings for passengers
ambulance (n): a vehicle that takes sick or injured people to hospital
amusement park (n): a large park with rides, shows and other entertainment
attractions (n): places or things that people visit for enjoyment or interest
bakery (n): a shop or factory where bread and cakes are made or sold
boat (n): a small vehicle for traveling on water
bookshop (n): a shop that sells books
bridge (n): a structure built to cross water, roads, or valleys
bus (n): a large vehicle that carries passengers by road, usually along a fixed route
bus station (n): a place where buses start or end their journeys
café (n): a small restaurant where simple meals and drinks are sold
car (n): a road vehicle with an engine, used for transporting people
car park (n): an area where cars can be parked
castle (n): a large strong building, often in the past defended by walls
cinema (n): a building where films are shown
city (n): a large and important town
coach (n): a comfortable bus used for long journeys
concert hall (n): a large building for concerts or musical performances
department store (n): a large shop divided into sections selling different types of goods
destination (n): the place someone is going to
fire station (n): the building where firefighters and their equipment are kept
gallery (n): a building where paintings or other objects of art are shown
garage (n): a building for keeping a car or repairing cars
hall (n): a large public room used for meetings or events
helicopter (n): a type of aircraft that flies using rotating blades above it
hospital (n): a building where people receive medical treatment
hotel (n): a building where people pay to stay and eat
journey (n): the act of traveling from one place to another
library (n): a building where books may be read or borrowed
lorry (n): a large vehicle used for transporting goods by road
motorbike (n): a vehicle with two wheels and an engine, that one person rides
motorway (n): a large road for fast traffic, connecting cities
museum (n): a building where historical, scientific, or artistic objects are kept and shown
neighbourhood (n): a district or area in a town or city
park (n): a large public area with grass, trees, and open space for recreation
petrol station (n): a place where vehicles can get petrol/gas
platform (n): a raised area next to railway tracks where passengers get on and off trains
playground (n): an outdoor area for children to play
police station (n): the building where police officers work
post office (n): a place where letters and packages are sent and received
railway (n): the system of tracks and trains for transporting people or goods by train
railway station (n): a place where trains stop to pick up and drop off passengers
recreational place (n): an area or facility where people go for enjoyment and relaxation
restaurant (n): a place where meals are served and eaten
seat (n): something you sit on; a place where someone sits
service (n): facility on a motorway with petrol, food, toilets, etc.
ship (n): a large boat used for traveling long distances on water
shop (n): a building or part of a building where goods are sold
shopping mall (n): a large building or group of connected buildings containing many

shops
sports stadium (n): a large open area with rows of seats, where sports events are held
station (n): a place where public transport stops so passengers can get on or off
swimming pool (n): a large structure filled with water for swimming
theatre (n): a building where plays, films, or shows are performed
tool (n): an object used to help perform tasks
train (n): a series of connected carriages that travel on rails
train station (n): another term for railway station
transportation (n): the process or system of moving people or goods from one place to another
underground (n): a train system that runs below the ground
van (n): a medium-sized road vehicle for carrying goods or people
zoo (n): a place where live animals are kept for the public to look at

THEME 6
LIFE IN THE WORLD

Africa (n): the continent south of Europe and the Middle East
American (n): relating to the United States of America or its people
Antarctica (n): the continent around the South Pole, mostly covered by ice
Asia (n): the continent east of Europe and Africa
Australia (n): a country and continent between the Indian and Pacific Oceans
Australian (n): relating to Australia or its people
Azerbaijan (n): a country in the Caucasus region of Eurasia
Azerbaijani (Azeri) (n): relating to Azerbaijan or its people or their language
bake: to cook food in an oven, usually without additional fat
barbecue (n): a method of cooking food over an open flame or grill
boil (v): to heat a liquid until it starts to bubble and vaporize
bowl (n): a round, deep dish used for serving or eating food
Brazil (n): a country in South America, known for its size and cultural diversity
Canada (n): a country in North America, north of the United States
celebrate (v): to mark an event with festivities or special actions
chef (n): a professional cook, especially the chief cook in a restaurant
cherry (n): a small, round fruit that is red or black when ripe
China (n): a country in East Asia, the most populous in the world
continent (n): one of the large landmasses on Earth
cooker (n): an appliance used to cook food
country (n): a nation with its own government and borders
cream (n): the fatty part of milk, often used in cooking and for desserts
crowd (n): a large group of people gathered together
cuisines (n): styles or types of cooking, especially from different countries
cup (n): a small, typically handle-equipped container used for drinking liquids
delicious (adj): tasting very good, full of flavour
dessert (n): a sweet course typically eaten at the end of a meal
dish (n): a type of food or meal, or the container used to serve it
dumpling (n): a small ball of dough, often filled with meat or vegetables
England (n): a country in the United Kingdom, located in Europe
Europe (n): a continent that includes countries like France, Germany, and Spain
event (n): an organized activity, such as a party or concert
food festivals (n): events where different types of food are showcased and celebrated
France (n): a country in Europe known for its culture, art, and cuisine
French (n): relating to France, its language, or its people
fried (n): cooked in hot oil or fat
fry (n): to cook food in hot oil or fat
garlic: a strong-smelling bulb used in cooking for flavour
Germany (n): a country in Central Europe known for its history and culture
glass (n): a clear, hard material used for windows, cups, and other items

grape (n): a small, round fruit that grows in clusters on vines
grill (n): a method of cooking food over direct heat, often on a metal rack
grilled (adj): cooked on a grill
healthy (n): good for your health
Ireland (n): an island and country located to the west of Great Britain
Italy (n): a country in southern Europe known for its art, food, and history
jam (n): a sweet spread made from fruit and sugar
Japan (n): an island country in East Asia
join (v): to become part of a group or activity
Kazakh (Russian) (n): the language or people of Kazakhstan
Kazakhstan (n): a large country in Central Asia
knife: a sharp-edged utensil used for cutting
Kyrgyz (Russian) (n): relating to Kyrgyzstan or its people
Kyrgyzstan (n): a country in Central Asia
lobster (n): a large, edible shellfish
marinate (v): to soak food in a flavourful liquid before cooking
meal: an occasion when food is eaten, typically consisting of multiple courses
meat: the flesh of animals eaten as food
mix: to combine two or more ingredients or substances
mushroom: a type of fungus that is edible and used in cooking
nationality: the state of belonging to a particular country
New Zealand: a country in the South Pacific, southeast of Australia
North America: the continent that includes the United States, Canada and Mexico
omelette (n): a dish made from eggs
onion (n): a vegetable with a strong flavour and smell, used in cooking
pear (n): a sweet, green or yellow fruit with a rounded base and narrow top
plate (n): a flat dish used to serve food
Portugal (n): a country in Southern Europe
roasted (adj): cooked with dry heat, typically in an oven
Russia (n): the largest country in the world, located across both Europe and Asia
salty (adj): having the taste of salt
sauce (n): a liquid or semi-liquid substance served with food for flavour
serve (v): to present or offer food or drinks to others
snack (n): a small portion of food eaten between meals
South America (n): a continent that includes countries like Brazil, Argentina, and Peru
Spain (n): a country in Southern Europe
spicy (adj): containing hot flavours, often from chili peppers
stand (n): a structure for displaying goods
steak (n): a thick slice of meat, typically beef, cooked by grilling or frying
sweet (adj): having a sugary taste
taste (n): the sense that allows one to experience flavours when eating or drinking
The USA (n): the United States of America, a large country in North America
toast (n): slices of bread browned by heat
tradition: a belief or custom passed down through generations
Turkish (n): relating to Turkey, its people, or their language
Turkish Cypriot (n): relating to the Turkish-speaking community in Cyprus
Turkish Republic of Northern Cyprus:(n) a self-declared state in northern Cyprus
Turkmen (n): relating to Turkmenistan or its people
Uzbek (n): relating to Uzbekistan or its people
Uzbekistan (n): a country in Central Asia
wash up: to clean dishes, utensils, and other items after a meal
world (n): the earth and all of its inhabitants and features

THEME 7
LIFE IN NATURE

bear (n): a large, strong wild animal with thick fur
bee (n): an insect that makes honey and can sting
butterfly (n): an insect with large, colorful wings
camel (n): a large animal with a long neck and one or two humps
camping (n): staying in a tent for fun, usually outdoors
chirp (v): (especially of a bird) to make a short high sound or sounds
climbing (n): the sport or activity of going up mountains or rocks

collect (v): to gather things together
cut down (v): to make a tree fall by cutting it
cycling (n): the activity of riding a bicycle
desert (n): a large, dry area with very little rain
destroy (v): to damage something so badly that it no longer exists
dolphin (n): a smart sea animal that looks like a fish but is a mammal
dry (adj): with no water or moisture
duck (n): a bird that swims and has a short neck and webbed feet
elephant (n): a very large animal with big ears and a long trunk
endangered (adj): at risk of disappearing forever
enjoy the view (v): to take pleasure in looking at a beautiful scene
exist (v): to be real or to live
feed (v): to give food to someone or something
frog (n): a small animal that jumps and lives near water
habitat (n): the natural place where an animal or plant lives
have a barbecue (v): to cook and eat food outdoors on a grill
high (adj): being a large distance from the ground
hiking (n): walking long distances in nature for fun
hunt (n): to chase and kill animals for food or sport
ice (n): frozen water
insect (n): a small animal with six legs and a body in three parts
jogging (n): running slowly for exercise
kill (v): to make a person or animal die
lake (n): a large area of water surrounded by land
land (n): the solid part of the earth's surface
monkey (n): an animal with a long tail that climbs trees
mountain (n): a very high hill, often with a peak
mud (n): wet, soft earth
nature (n): everything in the world not made by people (plants, animals, etc.)
ocean (n): a large body of salt water that covers most of the Earth
parrot (n): a colorful bird that can copy human speech
pick (v): to take something, like a flower or fruit, from a plant
plant (n): a living thing that grows in the earth and has leaves
protect (v): to keep someone or something safe from harm
rabbit (n): a small animal with long ears and soft fur
rainforest (n): a thick forest in a hot, wet area
reach (v): to arrive at a place or goal
recycle (v): to use something again so it's not wasted
river (n): a long, flowing body of water
sand (n): small grains found on beaches and in deserts
savanna (n): a flat, grassy area with few trees, often in Africa
save (v): to stop something or someone from being hurt or lost
sea (n): a large area of salty water, smaller than an ocean
sky (n): the space above the earth where clouds and the sun appear
snake (n): a long, thin animal with no legs
species (n): a group of similar animals or plants
spider (n): a small animal with eight legs that makes webs
storm (n): bad weather with strong winds, rain, or thunder
sunbathing (n): lying in the sun to get warm or a tan
swing (v): to move back and forth
temperature (n): how hot or cold something is
the Arctic (n): the cold area around the North Pole
tiger (n): a large wild cat with orange fur and black stripes
wet (adj): covered with or full of water
wetland (n): land that is often covered with water, like a swamp
whale (n): a very large sea animal that breathes air
wide (adj): having a large distance from side to side
wild (adj): living or growing in nature, not by humans
wind (n): moving air

THEME 8
LIFE IN THE UNIVERSE

asteroid (n): a small rocky body orbiting the Sun
atmosphere (n): an envelope of gases that surround a planet
change (v): to make or become different
climate (n): the characteristic pattern of weather in a region over a long time
comet (n): a small body of ice and dust that orbits the Sun
connect (v): to join or link together
deep (adj): being a long way down from the top or surface
diameter (n): the distance through a circle or sphere, passing through its center
disaster (n): a sudden event causing great damage or loss
discover (v): to find something that was not known or seen before
dust (n): fine, dry particles of matter in the air or on surfaces
dwarf (n): a small planet
Earth (n): the third planet from the Sun, our home planet
enormous (adj): extremely large in size, quantity, or degree
environment (n): the surroundings or conditions in which plants, animals or people live
exist (v): to have actual being or reality
explore (v): to travel or examine something new to learn about it
freeze (v): to turn into ice
galaxy (n): a big system of billions of stars, planets, and gas bound by gravity
glacier (n): a large, slow-moving mass of ice on land
habitable (adj): suitable for living
heat (n): a form of energy that makes things warm or hot
light (n): brightness that makes things visible
liquid (n): a state of matter with definite volume but no fixed shape; flows easily
moon (n): a natural body that orbits a planet
movement (n): the act or process of changing position or location
orbit (n): the path taken by one object around another under the influence of gravity
planet (n): a large body that orbits a star and does not produce its own light
plant(n): a living organism that grows in earth and usually has leaves, stems, roots
pollution (n): unwanted substances or energy in the environment that cause harm
population (n): all the people or organisms living in a particular place
prevent (v): to stop something from happening or arising
protect (v): to keep someone or something safe from harm or damage
provide (v): to give or make available something needed or wanted
recent (adj): having happened or begun a short time ago
recycle (v): to convert waste into reusable material
reduce (v): to make something smaller in size, amount, or degree
ring (n): a circular band or shape
rise (v): to increase in level
save (v): to conserve resources
size (n): the physical dimensions of something
smoke (n): the visible particles released when a substance burns
solar system (n): the Sun and all the objects (planets, asteroids, comets) bound by its gravity
solid (n): a state of matter with definite shape and volume
source (n): the origin or starting point of something
space (n): the big, empty region beyond Earth's atmosphere
stone (n): a piece of rock; a hard solid mineral matter
surface (n): the outer layer or top of something
temperature (n): the degree of hotness or coldness measured in degrees
the Milky Way: the galaxy that contains our Solar System
the Moon (n): Earth's natural satellite orbiting our planet
the Sun (n): the star at the centre of our Solar System
tilt (v): to cause to lean, slope, or incline; the angle of inclination
valley (n): a low area between hills or mountains, often with a river running through it

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ANSWER KEY

Answer Key

VISUAL AND GENERAL WEB REFERENCES

Visual and General Web References


TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE
KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
İL MERKEZİ
Elâzığ
GÖL
ÜLKE SINIRI
ÖZERK BÖLGE SINIRI
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Harita Genel Müdürlüğü tarafından üretilmiştir.
KARADENİZ
AKDENİZ
EGE DENİZİ
MARMARA DENİZİ
HAZAR DENİZİ
ROMANYA
UKRAYNA
RUSYA FEDERASYONU
BULGARİSTAN
YUNANİSTAN
GÜRCİSTAN
ERMENİSTAN
AZERBAYCAN
İRAN
SURİYE
IRAK
LİBYA
MISIR
İSRAİL
LÜBNAN
KUZEY KIBRIS TÜRK CUMHURİYETİ
GÜNEY KIBRIS RUM YÖNETİMİ
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Batı Şeria
Doğu Kudüs
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AÇARA Ö.C.
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Ordu
Giresun
Trabzon
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Artvin
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Iğdır
Ağrı
Erzurum
Erzincan
Tunceli
Bingöl
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Bitlis
Van
Hakkâri
Şırnak
Siirt
Batman
Diyarbakır
Mardin
Şanlıurfa
Gaziantep
Kilis
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Adana
Mersin
Hatay
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Isparta
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Denizli
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Tuna N.
Meriç N.
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Gediz N.
Bakırçay N.
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Yeşilırmak N.
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Fırat N.
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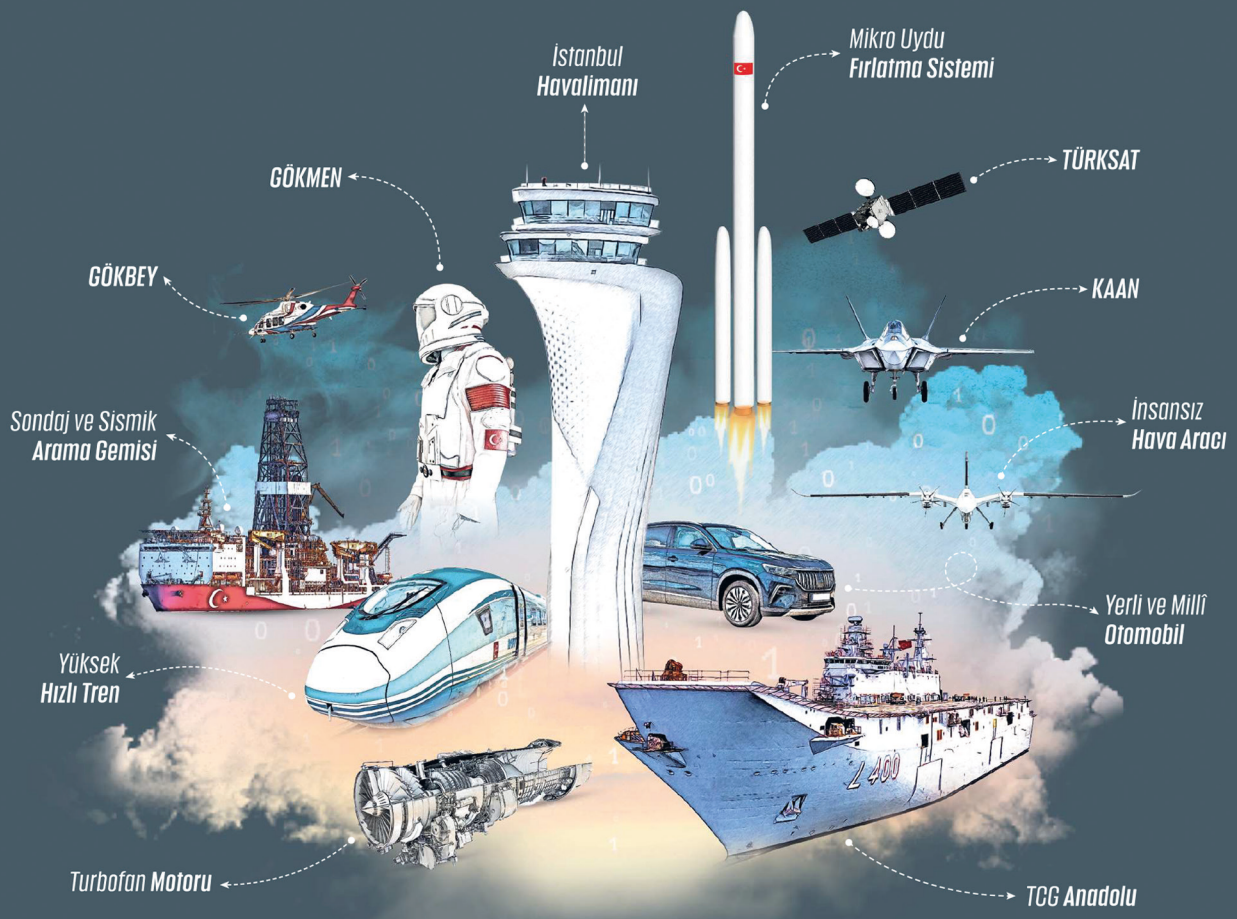

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Dominika
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Saint Vincent ve Grenadinler
Barbados
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Saba
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Haiti
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Panama
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Guyana
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Ekvador
Peru
Brezilya
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BU DERS KİTABI MİLLÎ EĞİTİM BAKANLIĞINCA ÜCRETSİZ OLARAK VERİLMİŞTİR.
PARA İLE SATILAMAZ.

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