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

MultiEnglish

YEAR 5

A2



BOOK 2

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

MultiEnglish

Year 5 / A2

Student's Book 2

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

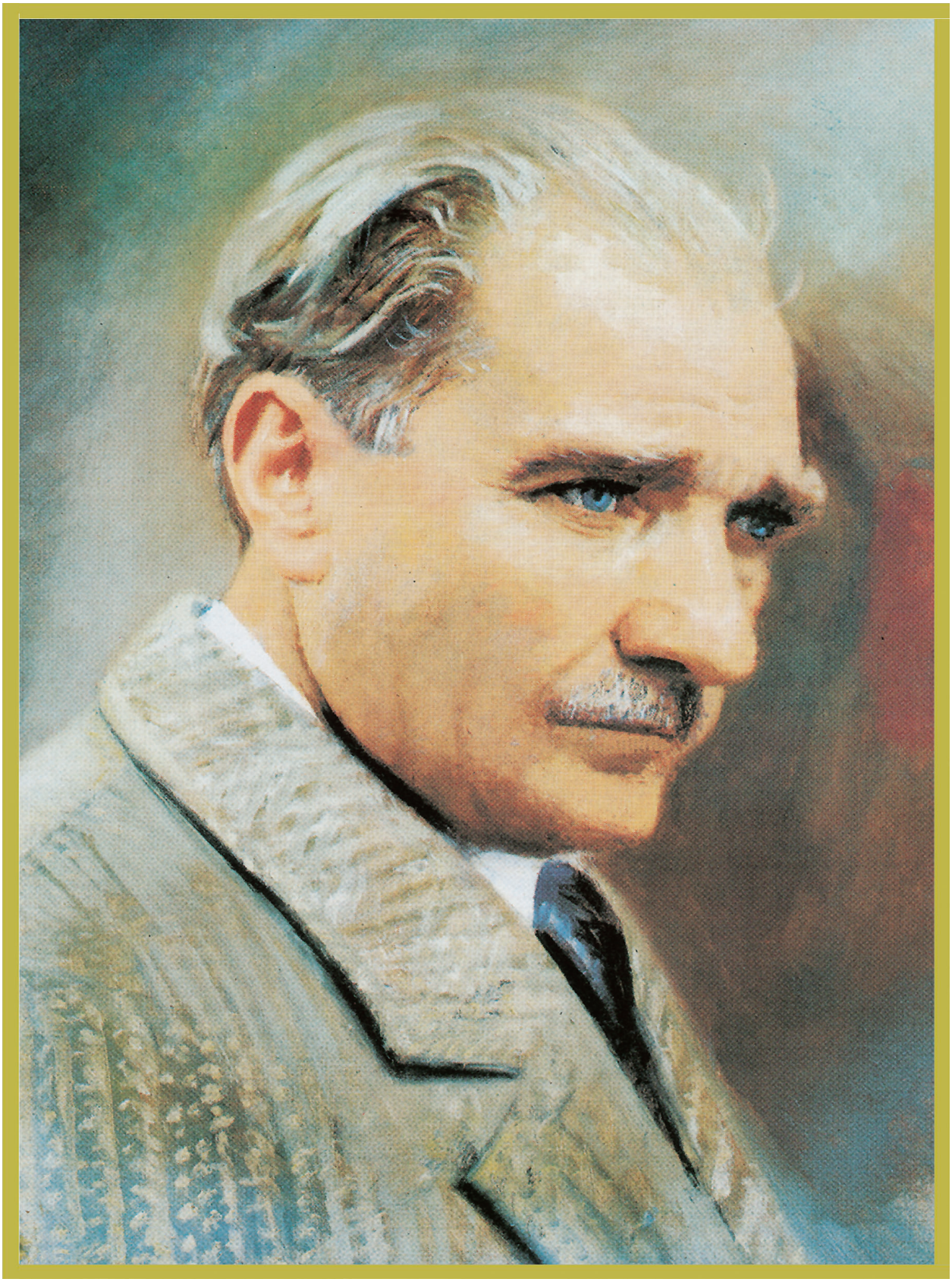
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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THEME 9	SCHOOL LIFE & EDUCATION	• Schools from different parts of the world • Extracurricular activities at school • Clubs at school	• Describing what happens to someone or something, not who does it. (Passive Voice in Present Tenses for Daily Speech) • Checking information, confirming understanding and/or inviting agreement about actions completed. ("Question Tags" with Perfect Tenses) • Expressing non-specific or general items and specific or definite items. (Articles (a/an/the))	• Vocabulary for general terms related to education • Vocabulary for types of school • Vocabulary for facilities in different types of schools • Vocabulary for regular activities in different types of schools • Vocabulary for extracurricular activities in different types of schools • Vocabulary for sports at school	• Target sounds: k, l • Consonants: k: (/k/, silent /k/); l: (/ɛl/ /l/, silent /l/);	• A conversation in the counsellor's office • Listening for gist/specific information/ details
THEME 10	CLASSROOM LIFE & LEARNING	• Technological classroom tools • Learning activities in the classroom • Cardinal numbers and ordinal numbers	• Emphasising the future action and its receiver rather than the doer (Passive Voice in Future Tenses for Daily Speech)	• Vocabulary for technological classroom tools • Vocabulary for learning activities	• Target sounds: m, n • Consonants: m; (/ɛm/, /m/); n: (/ɛn/, /n/, silent /n/)	• A conversation about counting numbers and ordinal numbers between a teacher and eight students • Listening for gist/specific information/ details
THEME 11	PERSONAL LIFE & WELL BEING	• (Extended) Body parts • Human illnesses and diseases • Keeping good health	• Emphasising the action itself rather than who performed the action, often highlighting the receiver of an action in the past (Passive Voice in Past Tenses) • Expressing habits, routines, and states in the past that no longer occur in the present (Used To) • Expressing difference or degree between two things, people and/or entities (Comparative Adjectives) • Expressing the highest or lowest degree among three or more things, people and/or entities (Superlative Adjectives) • Expressing advice, giving recommendations, and suggesting actions (Should)	• Vocabulary for (Extended) body parts • Vocabulary for human illnesses and diseases • Vocabulary for keeping good health	• Target sounds: o, p • Vowel: o: (/əʊ/, /ɒ/, /əʊ/) • Consonant: p: (/pi:/, /p/, silent /p/)	• A conversation between Anne (ill) and Jane • Listening for gist/specific information/ details
THEME 12	FAMILY LIFE & HOME	• Family members' abilities and skills • Hobbies of family members, different lifestyles of families in different houses	• Emphasising a future action and its results rather than the doer (Passive Voice in Future Tenses) • Describing actions that will be in progress at a specific time in the future (Future Progressive Tense) • Describing an action which will be completed before a specific time in the future (Future Perfect Tense) • Describing actions that will have been ongoing for a period of time up to a point in the future (Future Perfect Progressive Tense) • Expressing actions or decisions made spontaneously ("Will" for Sudden Decisions) • Expressing polite suggestions and possibilities (in the present/future) ("Could" (Probability))	• Vocabulary for family members' abilities and skills • Vocabulary for hobbies of family members (sports, films, music) • Vocabulary for different lifestyles of families in different houses	• Target sounds:q, r • Consonant: q: (/kjuː/, /k/); r: (/ɑː/(Br), silent /r/ (Br), /aɹ/ (AmE), /ɹ/ (AmE)	• A conversation about planning a two-day weekend trip • Listening for gist/specific information/ details

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• Classrooms of the Future: What Will They Be Like? • Skimming-Scanning • Reading for details	• ***The speaking skills is incorporated into all sections of the theme.*** • Dialogues about the future classroom in your school, the learning activities, and the technological classroom tools • Interacting in pairs/groups	• Introducing the classroom of the future	• Technology in Education: A Global Look	• How to make a poster about "The Classroom of the Future"	• Time to check your progress • Reflecting on the learning process	• Rating scales about the learning outcomes
• An interview about the ways of keeping good health • Skimming-Scanning • Reading for details	• ***The speaking skills is incorporated into all sections of the theme.*** • Dialogues about the diseases, keeping good health, and health tips • Interacting in pairs/groups	• Introducing a short story about a time you were sick.	• Funny Health Tips From Around The World	• How to make a healthy eating schedule • Presenting a schedule	• Time to check your progress • Reflecting on the learning process	• Rating scales about the learning outcomes
• An interview about Homes and Preferences • Skimming-Scanning • Reading for details	• ***The speaking skills is incorporated into all sections of the theme.*** • Dialogues about the activities and hobbies, the family members' abilities and skills, and the types of houses • Interacting in pairs/group	• Introducing the dream lifestyle	• Interesting and Fun Facts About Houses Around the World	• How to make a poster about family members' abilities, skills and hobbies • Presenting a poster	• Time to check your progress • Reflecting on the learning process	• Rating scales about the learning outcomes

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THEME 13	LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE	• Cultural and historical places in the neighbourhood and the city • Festivals and events in the neighbourhood and the city • Transportation in the neighbourhood and the city	• Describing hypothetical or unreal situations and their possible outcomes (Conditional 2) • Expressing regret or a strong wish for a present or past situation (If only) • Expressing desires, regrets, or hypothetical situations contrary to the current reality ("Wish" (was/were)) • Expressing intention, preference or necessity (Verbs Followed by Infinitives) • Expressing activities or preferences (Verbs Followed by Gerunds) • Making suggestions in a polite or formal way ("Shall" (suggestions))	• Vocabulary for cultural and historical places in the neighbourhood and the city • Vocabulary for festivals and events in the neighbourhood and the city	• Target sounds: Consonants: s, t Consonants: s: (/s/, /ɛs/, /z/, silent /s/); t: (/ ti:/, /t/, silent /t/); v: (/vi:/, /v/);	• A conversation about three friends who want to go on a holiday abroad at the travel agency • Listening for gist/specific information/ details
THEME 14	LIFE IN THE WORLD & CULTURE	• Capitals of countries • Landmarks and famous places in capitals and cities • Sport events in various parts of the world and sports culture (fair play)	• Use of expressing obligation, necessity, or prohibition (ought to/need/ must/needn't/needed (in the past)/mustn't (obligation)) • Reporting current actions, states, or truths in indirect speech (Reported Speech of the Present Tenses) • Reporting future intentions, plans, or predictions in indirect speech (Reported Speech of the Future Tenses)	• Vocabulary for capitals of countries • Vocabulary for landmarks and famous places • Vocabulary for sport events in various parts of the world and sports culture (fair play)	• Target sounds: u, v • Vowel: u: (/ ju:/, /ʌ/, /ju:/, silent /u/) • Consonant: v: (/vi:/, /v/)	• A conversation about three friends who are researching capital cities and sports events • Listening for gist/specific information/ details
THEME 15	LIFE IN NATURE	• Natural resources • Animals in nature and their habitats • Protecting natural resources and animals	• Expressing quantity or amount (Quantifiers) • Expressing quantities and amounts, distinguishing between items that can be counted and those that cannot (Countable or Uncountable Nouns (some, any, no, none, no one)) • Expressing degree, quantity or emphasis (Broader Range of Intensifier) • Describing actions or events that were completed before another point in the past (Past Perfect Tense) • Expressing an ongoing action in the past that continued until a specific point or was interrupted by another past action (Past Perfect Progressive Tense) • Reporting past actions, states, or truths in indirect speech (Reported Speech of the Past Tenses)	• Vocabulary for natural resources • Vocabulary for global problems related to natural resources • Vocabulary for animals in nature and their habitats • Vocabulary for endangered animals • Vocabulary for their habitats • Vocabulary for protecting natural resources	• Target sounds:w, x • Consonants: w: (/w/), silent /w/); x: (/ɛks/, / ks/, /gz/)	• A conversation about two friends who are talking about pollution • Listening for gist/specific information/ details
THEME 16	LIFE IN THE UNIVERSE & FUTURE	• Astronaut life on space stations • Space explorations • Life in the future	• Expressing speculation, possibility, or necessity about past actions • Talking about hypothetical situations in the past that did not happen	• Vocabulary about Space • Vocabulary for space exploration • Vocabulary for life in the universe • Vocabulary for Future Lifestyles (robots…) • Vocabulary for future technologies and inventions	• Target sounds:y, z • Consonants: y: (/waɪ/, /j/, /ɪ/, /i:/); z: / (zed/ (Br), /zi:/ (AmE), /z/)	• A conversation about Astronaut Demir and Mega (an artificial intelligence robot) • Listening for gist/specific information/ details

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• A brochure about Pamukkale • Skimming-Scanning • Reading for details	• ***The speaking skills is incorporated into all sections of the theme.*** • Dialogues about transportation and places, the festivals, and events, and different lifestyles of families • Interacting in pairs/groups	• Introducing a favourite international dish recipe	• Three Stops, One World of Flavours	• How to make a presentation about a cultural or historical place in your city	• Time to check your progress • Reflecting on the learning process	• Rating scales about the learning outcomes
• Sports Events and Fair Play • Skimming-Scanning • Reading for details	• ***The speaking skills is incorporated into all sections of the theme.*** • Dialogues about the capitals of countries, the sports events, and the landmarks and famous places in capitals and cities • Interacting in pairs/groups	• Introducing the favourite capital	• Capital Cities: A Window into Culture and History	• How to make a travel brochure to introduce a capital city • Presenting a brochure	• Time to check your progress • Reflecting on the learning process	• Rating scales about the learning outcomes
• The Hidden Wonders of Nature • Skimming-Scanning • Reading for details	• ***The speaking skills is incorporated into all sections of the theme.*** • Dialogues about protecting natural resources and animals, the diseases, and the endangered animals • Interacting in pairs/groups	• Introducing an endangered animal	• Endangered Animals and the Environment	• How to make a bookmark about "Protecting Nature and Animals" • Presenting a poster	• Time to check your progress • Reflecting on the learning process	• Rating scales about the learning outcomes
• The Great Space Adventure • Skimming-Scanning • Reading for details	• ***The speaking skills is incorporated into all sections of the theme.*** • Dialogues about astronaut life on space stations and life in the future, future technologies, and future inventions • Interacting in pairs/groups	• Introducing future technologies and inventions	• Recent Developments In Space Exploration	• How to design a product that will help people in 2050 • Presenting a product	• Time to check your progress • Reflecting on the learning process	• Rating scales about the learning outcomes

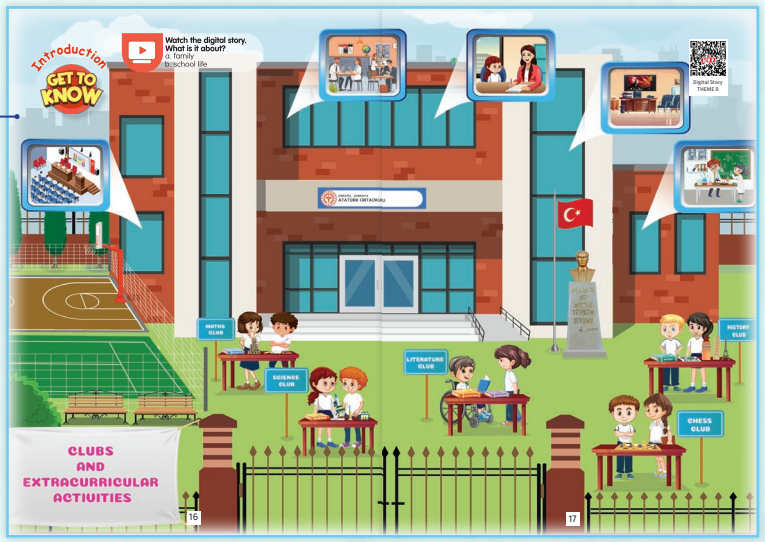
ORGANISATION CHART



Title of the theme

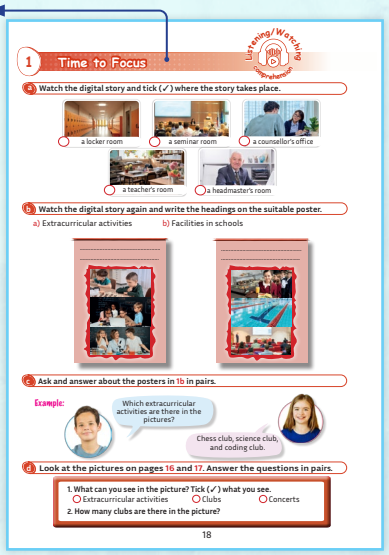
Warm-up / Well-being activities

Extra activities to revise students' previous knowledge



Introductory picture for the whole theme

Introductory digital story for the whole theme



Speaking-Expression



Working on the intonation and sounds

Target vocabulary in use

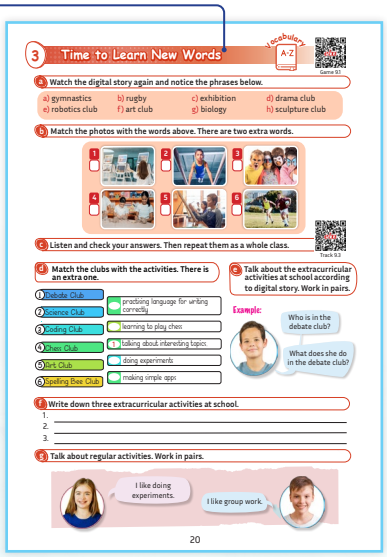
Vocabulary practice with games

Target grammar language in use

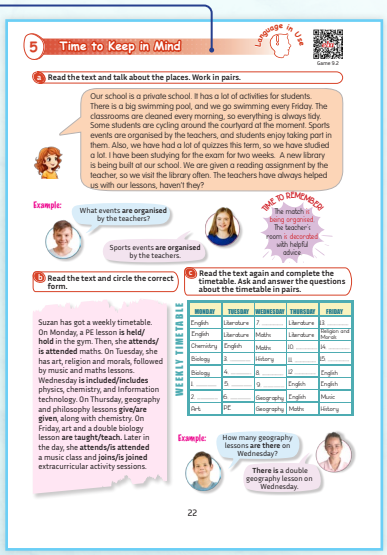
Grammar practice with games

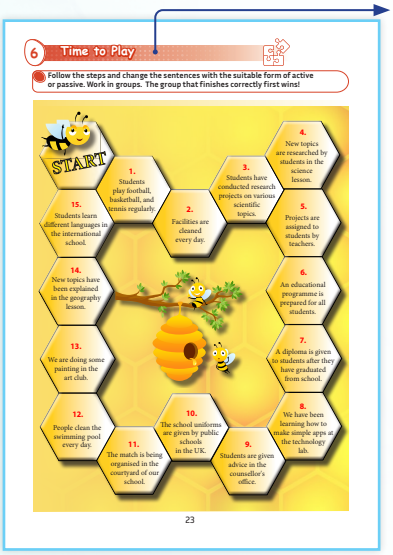
Reading-Comprehension

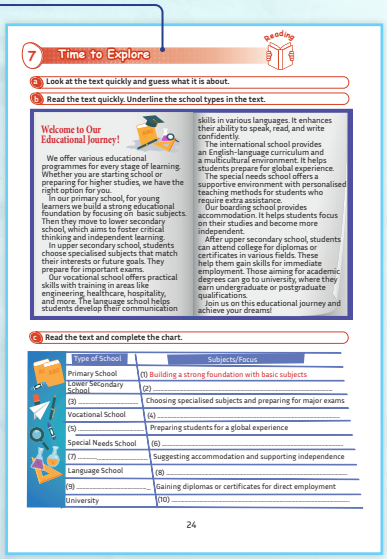
Writing-Expression

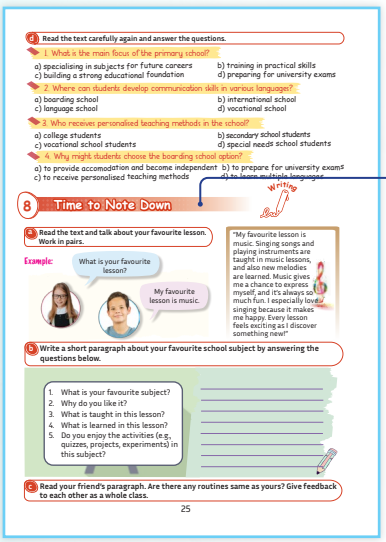




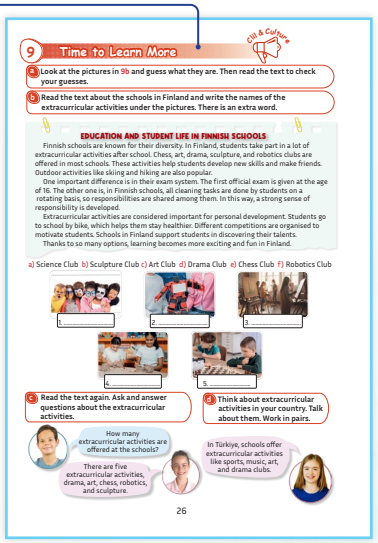








Reading about different cultures


9 Time to Learn More

Clil & Culture

a Look at the pictures in 9b and guess what they are. Then read the text to check your guesses.

b Read the text about the schools in Finland and write the names of the extracurricular activities under the pictures. There is an extra word.

EDUCATION AND STUDENT LIFE IN FINNISH SCHOOLS

Finnish schools are known for their diversity. In Finland, students take part in a lot of extracurricular activities after school. Chess, art, drama, sculpture, and robotics clubs are offered in most schools. These activities help students develop new skills and make friends. Outdoor activities like skiing and hiking are also popular.

One important difference is in their exam system. The first official exam is given at the age of 16. The other one is, in Finnish schools, all cleaning tasks are done by students on a rotating basis, so responsibilities are shared among them. In this way, a strong sense of responsibility is developed.

Extracurricular activities are considered important for personal development. Students go to school by bike, which helps them stay healthier. Different competitions are organised to motivate students. Schools in Finland support students in discovering their talents. Thanks to so many options, learning becomes more exciting and fun in Finland.

a) Science Club b) Sculpture Club c) Art Club d) Drama Club e) Chess Club f) Robotics Club

c Read the text again. Ask and answer questions about the extracurricular activities.

d Think about extracurricular activities in your country. Talk about them. Work in pairs.

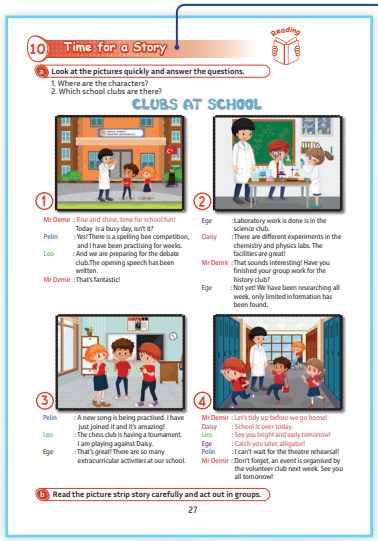
How many extracurricular activities are offered at the schools?

There are five extracurricular activities, drama, art, chess, robotics, and sculpture.

In Türkiye, schools offer extracurricular activities like sports, music, art, and drama clubs.

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Consolidation with picture strip story


10 Time for a Story

Reading

a Look at the pictures quickly and answer the questions.

1. Where are the characters?
2. Which school clubs are there?

CLUBS AT SCHOOL

1
Mr Demir : Rise and shine, time for school fun!
Today is a busy day, isn't it?
Pelin : Yes! There is a spelling bee competition, and I have been practising for weeks.
Leo : And we are preparing for the debate club.The opening speech has been written.
Mr Demir : That's fantastic!

2
Ege : Laboratory work is done is in the science club.
Daisy : There are different experiments in the chemistry and physics labs. The facilities are great!
Mr Demir : That sounds interesting! Have you finished your group work for the history club?
Ege : Not yet! We have been researching all week, only limited information has been found.

3
Pelin : A new song is being practised. I have just joined it and it's amazing!
Leo : The chess club is having a tournament. I am playing against Daisy.
Ege : That's great! There are so many extracurricular activities at our school.

4
Mr Demir : Let's tidy up before we go home!
Daisy : School is over today.
Leo : See you bright and early tomorrow!
Ege : Catch you later, alligator!
Pelin : I can't wait for the theatre rehearsal!
Mr Demir : Don't forget, an event is organised by the volunteer club next week. See you all tomorrow!

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

27

Extra activities about the theme


Time to Practise

a. Read the advertisement below and complete the headings. There is an extra word.

Painting | Theatre and Drama | Sculpture | Exhibition | Photography

Welcome to Our Art Centre!

At our Art Centre, we offer a variety of artistic activities for all ages and skill levels. Whether music, theatre, visual arts, or photography, there's something here for everyone!

(1) ..... : Your artistic side is discovered with brushes, colours, and canvas. Every Saturday from 10 a.m. to 1 p.m.

(2) ..... : Self-expression is achieved through the magic of drama and performance. Every Tuesday and Thursday from 4 p.m. to 6 p.m.

(3) ..... : The world around us is captured with our photography classes and workshops. Every Sunday from 11 a.m. to 2 p.m.

(4) ..... : Shape your ideas into three-dimensional works of art. Every Monday and Wednesday from 3 p.m. to 5 p.m.

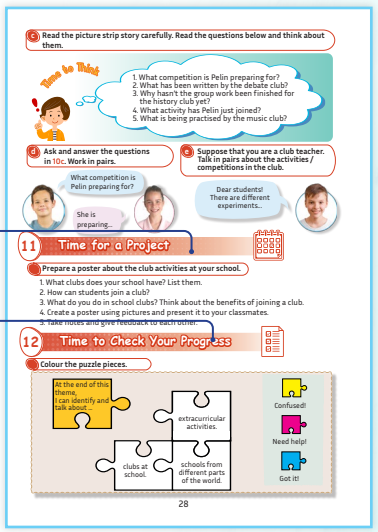
b. Write three passive sentences from the text.

1. _____
2. _____
3. _____

29

Projects about the theme

Evaluation of learning outcomes


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

Time to Think

1. What competition is Pelin preparing for?
2. What has been written by the debate club?
3. Why hasn't the group work been finished for the history club yet?
4. What activity has Pelin just joined?
5. What is being practised by the music club?

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

e Suppose that you are a club teacher. Talk in pairs about the activities / competitions in the club.

What competition is Pelin preparing for?

She is preparing...

Dear students! There are different experiments...

11 Time for a Project

Prepare a poster about the club activities at your school.

1. What clubs does your school have? List them.
2. How can students join a club?
3. What do you do in school clubs? Think about the benefits of joining a club.
4. Create a poster using pictures and present it to your classmates.
5. Take notes and give feedback to each other.

12 Time to Check Your Progress

Colour the puzzle pieces.

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

extracurricular activities.

clubs at school.

schools from different parts of the world.

Confused!

Need help!

Got it!

28

ICONS

Listening/Watching Comprehension

Pronunciation

Vocabulary

Time to Play

Language in Use

Reading

Writing

Clil and Cultue

Time for a Project

Check Yourself



THEME 9

SCHOOL LIFE & EDUCATION

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-Themes

- Schools from different parts of the world
- Extracurricular activities at school
- Clubs at school

WARM-UP FOR WELL-BEING GO TO 143 PAGE

Functional Language

- Describing what happens to someone or something, not who does it.
- Checking information, confirming understanding and/or inviting agreement about actions completed.
- Expressing non-specific or general items and specific or definite items.

Social Language Expressions

- Rise and shine, time for school fun!
- Let's tidy before we go home!
- See you bright and early tomorrow!
- School is over today!
- Catch you later. Alligator!



Schools from different parts of the world that work together teach us cooperation.

Introduction

GET TO KNOW

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





ANKARA - ÇANKAYA
ATATÜRK ORTAOKUL

MATHS CLUB

SCIENCE CLUB

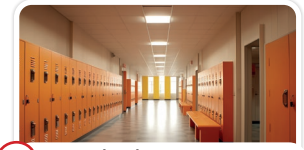
CLUBS AND EXTRACURRICULAR ACTIVITIES


Digital Story
THEME 9
1881-1938
NE
MUTLU
TÜRKÜM
DİYENE
LITERATURE
CLUB
HISTORY
CLUB
CHESS
CLUB

1 Time to Focus

Listening/ Watching comprehension

a **Watch the digital story and tick (✓) where the story takes place.**



○ a locker room



○ a seminar room



○ a counsellor's office



○ a teacher's room



○ a headmaster's room

b **Watch the digital story again and write the headings on the suitable poster.**

a) Extracurricular activities b) Facilities in schools

.....

.....



.....

.....



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

Example:



Which extracurricular activities are there in the pictures?

Chess club, science club, and coding club.



d **Look at the pictures on pages 16 and 17. Answer the questions in pairs.**

1. What can you see in the picture? Tick (✓) what you see.
   ○ Extracurricular activities ○ Clubs ○ Concerts
2. How many clubs are there in the picture?

e Watch the digital story carefully and put the sentences in order.

- ◯ I continue my education at university.
- ◯ Our school prepares us well for college and even for vocational school if we want to focus on more practical skills.
- ◯ It sounds cool but I like our state lower secondary school. We have great teachers, fun activities, and excellent facilities.
- ◯ An international school has students from many countries.

f Talk about the different types of schools in 1e.

Example:



How many different types of schools are there?

There are five different schools.



2 Time to Say

Pronunciation

a Listen to the utterances from the digital story and notice the 'k' and 'l' sounds. Then practise saying them. Work in pairs.

Track 9.1



"I like the research we do in social studies."
"I love doing group work in the science club."

b Listen and circle the 'k' and 'l' sounds.

Track 9.2



- Mark wants to graduate from a good school and get a qualification for his future job.
- Our school has great facilities, like a library, a basketball court, and a science lab.
- Susan will register for an educational programme with fun extracurricular activities.

c Write three sentences that contain words with the 'k' and 'l' sounds.

1. _____
2. _____
3. _____

3 Time to Learn New Words

Vocabulary A-Z

Game 9.1

a Watch the digital story again and notice the phrases below.

a) gymnastics b) rugby c) exhibition d) drama club
e) robotics club f) art club g) biology h) sculpture club

b Match the photos with the words above. There are two extra words.



c Listen and check your answers. Then repeat them as a whole class.

Track 9.3

d Match the clubs with the activities. There is an extra one.

1. Debate Club
2. Science Club
3. Coding Club
4. Chess Club
5. Art Club
6. Spelling Bee Club

- practising language for writing correctly
- learning to play chess
- 1 talking about interesting topics.
- doing experiments
- making simple apps

e Talk about the extracurricular activities at school according to digital story. Work in pairs.

Example:



Who is in the debate club?

What does she do in the debate club?

f Write down three extracurricular activities at school.

1. _____
2. _____
3. _____

g Talk about regular activities. Work in pairs.



I like doing experiments.

I like group work.



4 Time to Play

Go to Page 145

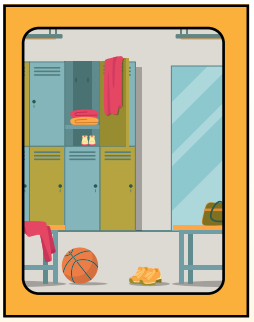
a Choose a question card and ask the question to your friend. Then, find the correct picture and write the correct answer under it.

Example: *Where do you eat some food?*
I eat some food in cafeteria.

WHERE ARE YOU?



1. Cafeteria



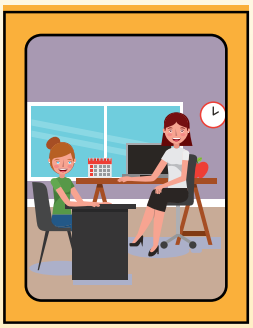
2. .....



3. .....



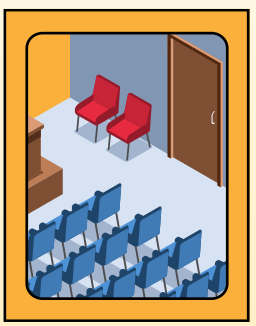
4. .....



5. .....



6. .....



7. .....



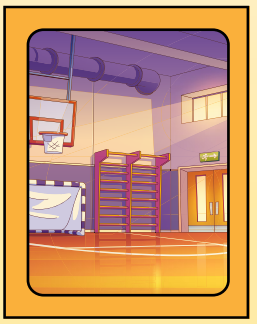
8. .....



9. .....



10. .....



11. .....



12. .....

b Write three sentences with the pictures above.

1. _____
2. _____
3. _____

5 Time to Keep in Mind

Language in Use

Game 9.2

a **Read the text and talk about the places. Work in pairs.**



Our school is a private school. It has a lot of activities for students. There is a big swimming pool, and we go swimming every Friday. The classrooms are cleaned every morning, so everything is always tidy. Some students are cycling around the courtyard at the moment. Sports events are organised by the teachers, and students enjoy taking part in them. Also, we have had a lot of quizzes this term, so we have studied a lot. I have been studying for the exam for two weeks. A new library is being built at our school. We are given a reading assignment by the teacher, so we visit the library often. The teachers have always helped us with our lessons, haven't they?

Example:



What events **are organised** by the teachers?



Sports events **are organised** by the teachers.

TIME TO REMEMBER!

The match is being organised.
The teacher's room is decorated with helpful advice.

b **Read the text and circle the correct form.**

Suzan has got a weekly timetable. On Monday, a PE lesson **is held/ hold** in the gym. Then, she **attends/ is attended** maths. On Tuesday, she has art, religion and morals, followed by music and maths lessons. Wednesday **is included/includes** physics, chemistry, and Information technology. On Thursday, geography and philosophy lessons **give/are given**, along with chemistry. On Friday, art and a double biology lesson **are taught/teach.** Later in the day, she **attends/is attended** a music class and **joins/is joined** extracurricular activity sessions.

c **Read the text again and complete the timetable. Ask and answer the questions about the timetable in pairs.**

WEEKLY TIMETABLE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
English	Literature	7.	Literature	13. .....
English	Literature	Maths	Literature	Religion and Morals
Chemistry	English	Maths	10.	14. .....
Biology	3.	History	11.	15. .....
Biology	4.	8.	12	English
1.	5.	9.	English	English
2.	6.	Geography	English	Music
Art	PE	Geography	Maths	History

Example:



How many geography lessons **are there** on Wednesday?



There is a double geography lesson on Wednesday.

6 Time to Play

Follow the steps and change the sentences with the suitable form of active or passive. Work in groups. The group that finishes correctly first wins!

START

1. Students play football, basketball, and tennis regularly.

2. Facilities are cleaned every day.

3. Students have conducted research projects on various scientific topics.

4. New topics are researched by students in the science lesson.

5. Projects are assigned to students by teachers.

6. An educational programme is prepared for all students.

7. A diploma is given to students after they have graduated from school.

8. We have been learning how to make simple apps at the technology lab.

9. Students are given advice in the counsellor's office.

10. The school uniforms are given by public schools in the UK.

11. The match is being organised in the courtyard of our school.

12. People clean the swimming pool every day.

13. We are doing some painting in the art club.

14. New topics have been explained in the geography lesson.

15. Students learn different languages in the international school.

7 Time to Explore

Reading

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

b Read the text quickly. Underline the school types in the text.

Welcome to Our Educational Journey!



We offer various educational programmes for every stage of learning. Whether you are starting school or preparing for higher studies, we have the right option for you.

In our primary school, for young learners we build a strong educational foundation by focusing on basic subjects. Then they move to lower secondary school, which aims to foster critical thinking and independent learning.

In upper secondary school, students choose specialised subjects that match their interests or future goals. They prepare for important exams.

Our vocational school offers practical skills with training in areas like engineering, healthcare, hospitality, and more. The language school helps students develop their communication skills in various languages. It enhances their ability to speak, read, and write confidently.

The international school provides an English-language curriculum and a multicultural environment. It helps students prepare for global experience.

The special needs school offers a supportive environment with personalised teaching methods for students who require extra assistance.

Our boarding school provides accommodation. It helps students focus on their studies and become more independent.

After upper secondary school, students can attend college for diplomas or certificates in various fields. These help them gain skills for immediate employment. Those aiming for academic degrees can go to university, where they earn undergraduate or postgraduate qualifications.

Join us on this educational journey and achieve your dreams!

c Read the text and complete the chart.



Type of School	Subjects/Focus
Primary School	(1) Building a strong foundation with basic subjects
Lower Secondary School	(2) .....
(3)	Choosing specialised subjects and preparing for major exams
Vocational School	(4) .....
(5)	Preparing students for a global experience
Special Needs School	(6) .....
(7)	Suggesting accommodation and supporting independence
Language School	(8) .....
(9)	Gaining diplomas or certificates for direct employment
University	(10) .....

d **Read the text carefully again and answer the questions.**

1. What is the main focus of the primary school?

a) specialising in subjects for future careers
b) training in practical skills
c) building a strong educational foundation
d) preparing for university exams

2. Where can students develop communication skills in various languages?

a) boarding school
b) international school
c) language school
d) vocational school

3. Who receives personalised teaching methods in the school?

a) college students
b) secondary school students
c) vocational school students
d) special needs school students

4. Why might students choose the boarding school option?

a) to provide accomodation and become independent
b) to prepare for university exams
c) to receive personalised teaching methods
d) to learn multiple languages

Writing

8 Time to Note Down

a **Read the text and talk about your favourite lesson. Work in pairs.**

Example:



"My favourite lesson is music. Singing songs and playing instruments are taught in music lessons, and also new melodies are learned. Music gives me a chance to express myself, and it's always so much fun. I especially love singing because it makes me happy. Every lesson feels exciting as I discover something new!"

b **Write a short paragraph about your favourite school subject by answering the questions below.**

1. What is your favourite subject?
2. Why do you like it?
3. What is taught in this lesson?
4. What is learned in this lesson?
5. Do you enjoy the activities (e.g., quizzes, projects, experiments) in this subject?

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

9 Time to Learn More

CLIL & Culture

a Look at the pictures in 9b and guess what they are. Then read the text to check your guesses.

b Read the text about the schools in Finland and write the names of the extracurricular activities under the pictures. There is an extra word.

EDUCATION AND STUDENT LIFE IN FINNISH SCHOOLS

Finnish schools are known for their diversity. In Finland, students take part in a lot of extracurricular activities after school. Chess, art, drama, sculpture, and robotics clubs are offered in most schools. These activities help students develop new skills and make friends. Outdoor activities like skiing and hiking are also popular.

One important difference is in their exam system. The first official exam is given at the age of 16. The other one is, in Finnish schools, all cleaning tasks are done by students on a rotating basis, so responsibilities are shared among them. In this way, a strong sense of responsibility is developed.

Extracurricular activities are considered important for personal development. Students go to school by bike, which helps them stay healthier. Different competitions are organised to motivate students. Schools in Finland support students in discovering their talents.

Thanks to so many options, learning becomes more exciting and fun in Finland.

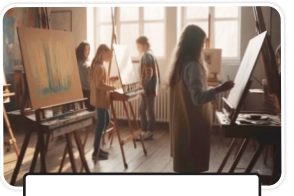
a) Science Club b) Sculpture Club c) Art Club d) Drama Club e) Chess Club f) Robotics Club



1. .....



2. .....



3. .....



4. .....



5. .....

c Read the text again. Ask and answer questions about the extracurricular activities.

d Think about extracurricular activities in your country. Talk about them. Work in pairs.



How many extracurricular activities are offered at the schools?

There are five extracurricular activities, drama, art, chess, robotics, and sculpture.



In Türkiye, schools offer extracurricular activities like sports, music, art, and drama clubs.



10 Time for a Story

Reading

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

1. Where are the characters?
2. Which school clubs are there?

CLUBS AT SCHOOL

1



Mr Demir : Rise and shine, time for school fun! Today is a busy day, isn't it?
Pelin : Yes! There is a spelling bee competition, and I have been practising for weeks.
Leo : And we are preparing for the debate club.The opening speech has been written.
Mr Demir : That's fantastic!

2



Ege : Laboratory work is done is in the science club.
Daisy : There are different experiments in the chemistry and physics labs. The facilities are great!
Mr Demir : That sounds interesting! Have you finished your group work for the history club?
Ege : Not yet! We have been researching all week, only limited information has been found.

3



Pelin : A new song is being practised. I have just joined it and it's amazing!
Leo : The chess club is having a tournament. I am playing against Daisy.
Ege : That's great! There are so many extracurricular activities at our school.

4



Mr Demir : Let's tidy up before we go home!
Daisy : School is over today.
Leo : See you bright and early tomorrow!
Ege : Catch you later, alligator!
Pelin : I can't wait for the theatre rehearsal!
Mr Demir : Don't forget, an event is organised by the volunteer club next week. See you all tomorrow!

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

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



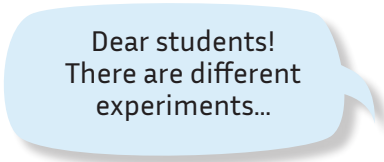
1. What competition is Pelin preparing for?
2. What has been written by the debate club?
3. Why hasn't the group work been finished for the history club yet?
4. What activity has Pelin just joined?
5. What is being practised by the music club?

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





e **Suppose that you are a club teacher. Talk in pairs about the activities / competitions in the club.**





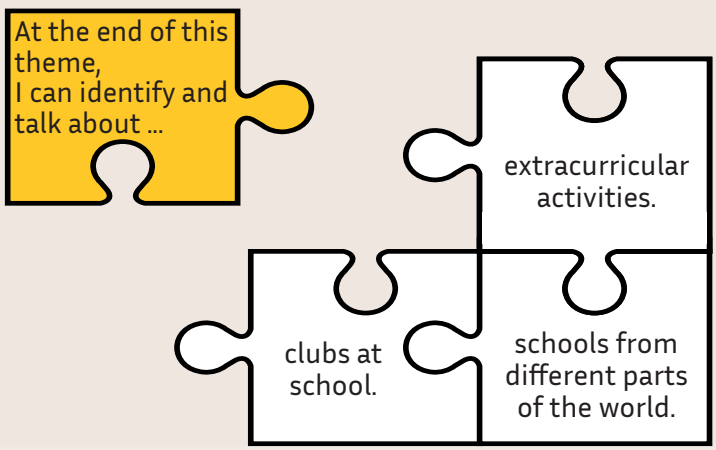
11 Time for a Project

Prepare a poster about the club activities at your school.

1. What clubs does your school have? List them.
2. How can students join a club?
3. What do you do in school clubs? Think about the benefits of joining a club.
4. Create a poster using pictures and present it to your classmates.
5. Take notes and give feedback to each other.

12 Time to Check Your Progress

Colour the puzzle pieces.



Confused!

Need help!

Got it!

Time to Practise

1 **a. Read the advertisement below and complete the headings. There is an extra word.**

Painting | Theatre and Drama | Sculpture | Exhibition | Photography





Welcome to Our Art Centre!

At our Art Centre, we offer a variety of artistic activities for all ages and skill levels. Whether music, theatre, visual arts, or photography, there's something here for everyone!

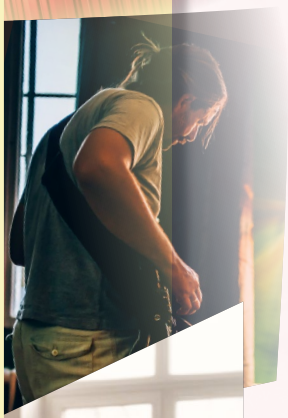
(1) .....: Your artistic side is discovered with brushes, colours, and canvas. Every Saturday from 10 a.m. to 1 p.m.

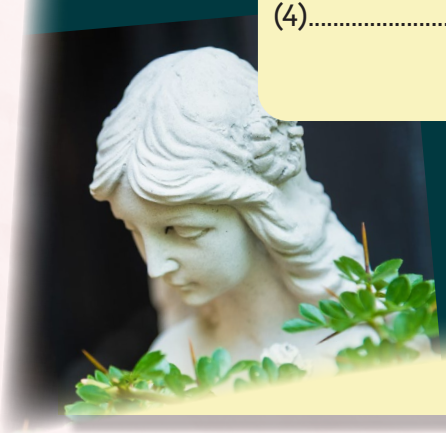
(2) .....: Self-expression is achieved through the magic of drama and performance. Every Tuesday and Thursday from 4 p.m. to 6 p.m.

(3).....: The world around us is captured with our photography classes and workshops. Every Sunday from 11 a.m. to 2 p.m.

(4).....: Shape your ideas into three-dimensional works of art. Every Monday and Wednesday from 3 p.m. to 5 p.m.









b. Write three passive sentences from the text.

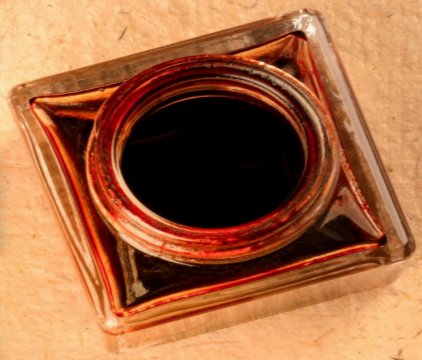
1. _____
2. _____
3. _____

2 **Write a poem about activities at school.**

Example:

Maths is taught, problems are solved.
New words in English are learned.
Stories are read, songs are sung.
In the classroom, we all have fun.

At break time, games are played.
In the canteen, food is made.
In the courtyard, all friends are met.
Happy moments are shared.



3 **a. Listen to the podcast. Who is the guest? What are they talking about?**
b. Make a similar dialogue as in the podcast and act it out. Work in pairs.

Track 9.4

Revision 9



THEME 10

CLASSROOM LIFE & LEARNING

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-themes

- Technological classroom tools
- Learning activities in the classroom
- Cardinal numbers and ordinal numbers

WARM-UP FOR WELL-BEING GO TO PAGE 143

Functional Language

- Emphasising the future action and its receiver rather than the doer

Social Language Expressions

- Can you give me a hand with this question?
- You nailed it! High five!
- Yay! I got it right!
- Work smarter, not harder!
- I'm a quick study!




Introduction
GET TO KNOW
Watch the digital story.
What is it about?
a.family
b.classroom life & learning
CARDINAL NUMBERS
ORDINAL NUMBERS
Nine hundred - 900
Sixtieth - 60th
Six hundred - 600
Fiftieth - 50th
One thousand - 1000
One hundredth - 100th
ASSIGNMENT


Digital Story
THEME 10
CARDINAL NUMBERS
ORDINAL NUMBERS
Five hundred
Six hundred
Seven hundred
Eight hundred
Nine hundred
One thousand
Fiftieth
Sixtieth
Seventieth
Eightieth
Ninetieth
One hundredth

1 Time to Focus

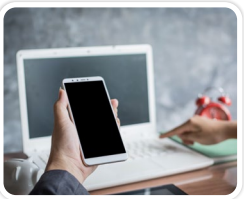
Listening/Watching comprehension

a Watch the digital story and tick (✓) where the story takes place.





b Watch the digital story again and group the pictures under the correct categories.

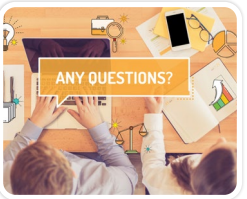
A 
B 
C 

D 

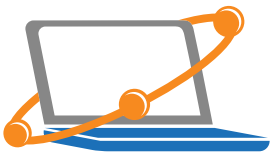
E 
F 

G 

H 

I 
J 
K 

L 



TECHNOLOGICAL TOOLS

B ○ ○ ○ ○ ○ ○



LEARNING ACTIVITIES

○ ○ ○ ○ ○ ○ ○

c Look at the pictures on pages 32 and 33. Answer the questions. Work in pairs.

1. Tick (✓) what you see in the picture.
   - ○ Technological classroom tools
   - ○ Sports at school
   - ○ Learning activities in the classroom
2. What are the people doing in the picture?

d Watch the digital story carefully and put the sentences in the correct order you hear.



First, you will switch on your laptops or PCs. Make sure you're connected to the internet. Next, access the website that you see on the smart board.



1 Welcome, kids! You have an entertaining assignment and I want everyone to participate. We are going to play a digital game.

For your second task, you are searching for a sentence including both a cardinal and an ordinal number. You can take notes when you find it. Right of you go!

Absolutely! For now, sign out, switch off your devices, and get ready for the presentations!

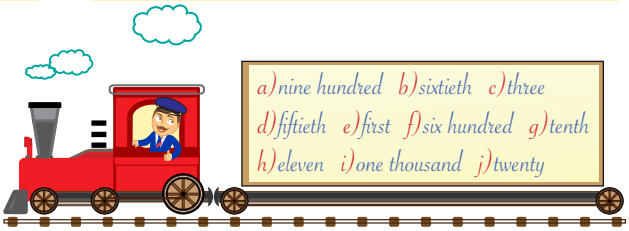
e Talk about the technological classroom tools in 1d.

f Look at the pictures on pages 32 and 33. Which ones do you see there?

Example:



Which technological tools do you use in the classroom?



2 Time to Say

Pronunciation

a Listen to the utterances from the digital story and notice the 'm' and 'n' sounds. Then practise saying them. Work in pairs.

Track 10.1



"Ma'am, can you make sure we have all the necessary materials for the task tomorrow?"

"Once you manage the number of participants, you can notify them about the next step."

b Listen and circle the 'm' and 'n' sounds.

Track 10.2



- Our final task is to define cardinal and ordinal numbers as a group work.
- One of the group members will use the webcam.

c Write three sentences that contain words with the 'm' and 'n' sounds.

1. .....
2. .....
3. .....

3 Time to Learn New Words

Vocabulary A-Z

Game 10.1

a Watch the digital story again by noticing the words below.

a) a laptop b) a printer c) a server d) a screen e) a website f) a webcam g) connection

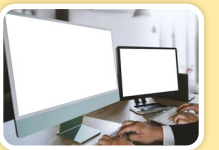
b Match the photos with the words above. There is an extra word.

1 f 

2 

3 

4 

5 

6 

c Listen and check your answers. Then repeat them as a whole class.

Track 10.3

d Watch the digital story carefully. Tick (✓) the learning activities you hear.

- ☐ assignment
- ☐ brainstorming
- ☐ group work
- ☐ question - answer session
- ☐ pair work
- ☐ discussion
- ☐ role-play

e Talk about the learning activities according to the digital story.

Example:



- Who has a problem with his PC?
- What is his problem?

f Watch the digital story and complete the blanks. There is an extra one.

● *assignment* ● *a group task* ● *a role-play* ● *pair work* ● *brainstorming* ● *using technology*

1. Welcome, kids! You have an entertaining assignment .
2. There won't be any question and answer session for this one not with _____ , OK?
3. Your final mission is to define cardinal and ordinal numbers as _____ .
4. It says _____ .

g Write down three learning activities in your school.



h Look at the pictures on pages 32 and 33. Tick (✓) the learning activities in the picture.

- ☐ question - answer session
- ☐ pair work
- ☐ assignment
- ☐ brainstorming
- ☐ role-play
- ☐ discussion
- ☐ group work

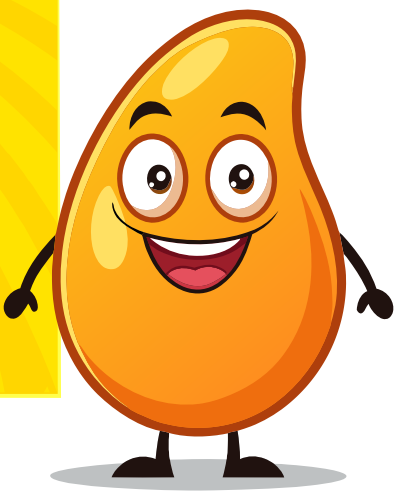
4 Time to Play

Go to Page 147

Fill in all empty cells with the numbers from the categories. You should fill the boxes with eight ordinals and eight cardinals you want. Don't use the numbers twice. Look at your friend's card and yours. Check if you have any numbers in common.

ORDI & CARDI





CARDINAL NUMBERS

500 FIVE HUNDRED
600 SIX HUNDRED
700 SEVEN HUNDRED
800 EIGHT HUNDRED
900 NINE HUNDRED
1000 ONE THOUSAND



ORDINAL NUMBERS

50TH FIFTIETH
51ST FIFTY-FIRST
52ND FIFTY-SECOND
53RD FIFTY-THIRD
54TH FIFTY-FOURTH
55TH FIFTY-FIFTH

60TH SIXTIETH
70TH SEVENTIETH
80TH EIGHTIETH
90TH NINETIETH
100TH ONE HUNDREDTH

Example:

Fifty	Sixtieth	Ninety	Ninety-four
Fifty-second	Sixty-one	Ninety-second	Thirty-first
Seventy-third	Seventy-two	Twenty	Sixty-third
Forty-five	Seventy-fourth	Eight	Fifty-seventh

5 Time to Keep in Mind

Language in Use

Game 10.2

a **Listen to the text and complete the blanks. Ask and answer questions about the project.**

Track 10.4



Good morning, class! For our next project, you (1) are going to do role play in pairs or small groups. You (2)_____ act out a real-life scenario. First, we (3)_____ brainstorming ideas together on Monday. After that, we (4)_____ the tasks. Emily will write the script, and Tom will gather the props. You'll practise your parts during the week, and the performance (5)_____ on Friday (6)_____ ?

b **Match the sentences with the photos. There is an extra one.**

1. I am downloading some information for my project.
2. Can we use your printer?
3. You can't connect to the internet now.
4. Can you please help me with this homework?

a) 

b) 

c) 

c **Read the text and take notes about what will be done. Make sentences as in the example.**

The teacher will introduce the class project. The tasks **are going to be divided** among the students. The script is being written by Emily and the props are being gathered by Tom during the week. The role-play **will be performed** on Friday, and it **is going to be practised** throughout the week. They will use different tenses in the roleplay, such as future actions and planned events. The students can ask questions regarding the project.

1. .....
2. .....
3. .....

Example: The teacher will introduce the class project.





The class project **will be introduced** by the teacher.

TIME TO REMEMBER!

After the performance, a question and answer session will be held. The room is going to be cleaned tomorrow.

6 Time to Play

Go to Page 149

a Roll the cube. Land on a box and answer the questions. Reach the finish first and win the game. Work in pairs.

FUTURE STEPS

16 Move one step forward	15 Will tests be corrected by robots?	12 **Take three steps back.**	11 What will cars be like in the future?	
17 We will live on other planets in the future, won't we?	14 Do you go on a school trip tomorrow?	13 Are you going to participate in project day?	10 Move one step forward	9 What are you doing this weekend?
18 Where will people live in the future?				8 Will robot teachers be in classroom?
19 **Take four steps back.**				7 **Take two steps forward.**
20 When will flying cars be available?	21 What kind of improvements will there be in education?	22 How will education change in the next 100 years?	23 FINISH	6 What are you learning in English this week?
1 What will classrooms look like in the future?	2 How will the school year be concluded at your school?	3 Will robots be used to teach students in the future?	4 Exams will be held in virtual reality in 100 years, won't they?	5 Move one step forward

START

b Talk to your friend about how schools will be different in 100 years and write down your ideas.

7 Time to Explore

Reading

a Look at the news quickly and guess what it is about.

b Read the news quickly. Tick (✓) the technological tools in the text.

NEWS

Classrooms of the Future: What Will They Be Like?

In the future, classrooms will be very different. PCs, laptops, and smartphones will help students to learn in new ways. Lessons will be downloaded, and homework will be uploaded from different locations. Students will click on links to access new information, and data will be shared easily. They will connect with teachers and classmates from different locations using webcams and websites.



In the future, classrooms will also be more fun! By using new technological tools, students will visit different places or even travel through time for their lessons. Assignments will be printed either at school or home.

Imagine a classroom with modular desks that can move and change shape depending on the lesson. Desks will be arranged in groups for teamwork, and then be rearranged into rows for a lecture. Interactive walls will replace traditional whiteboards, allowing students to click on and interact with learning materials by touching the wall!

And maybe in the future, smart desks will adjust to each student's height and comfort, or robots will help with homework and answer questions!

The future of learning is coming soon, and it will be exciting and easy, won't it? Just imagine how much fun learning will be in the classroom of tomorrow, where the room itself adapts to fit the needs of the lesson!

- ☐ printer
- ☐ screen
- ☐ webcam
- ☐ website
- ☐ laptop
- ☐ server
- ☐ file
- ☐ keyboard
- ☐ web page
- ☐ connection
- ☐ smartphone
- ☐ homepage

c Read the news carefully and write sentences under the correct categories.

CATEGORY 1: CLASSROOM CHANGES

Write the changes that will happen in classroom design:

CATEGORY 2: FUN LEARNING ACTIVITIES

Write the fun activities students might do in future classrooms:

d Read the news carefully again and match the questions with their answers. There is an extra answer.

Questions

1. How will students get their lessons in the future?
2. Will students travel through time for their lessons?
3. How will the classroom design change in the future?
4. What will students use to connect with teachers and classmates in the future?

1	b
2	
3	
4	

Answers

a. Yes, they will travel through time for their lessons.
b. Students will get their lessons by downloading them from online platforms.
c. Students can download lessons and upload homework using a smartphone.
d. Students will connect with teachers and classmates from different locations using webcams and websites.
e. The classroom will have modular desks that can move and change shape depending on the lesson.

8 Time to Note Down

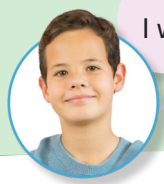
Writing

a Ask and answer questions by using the phrases in the boxes.

Example: Which learning activities will you use in your assignment?



I will use role-play.



a question-answer session

a group work

a role play

a discussion session

pair work

b Imagine the classroom of the future. Write about your dream classroom related to the items below.

1. the technology

.....

.....

2. the design of the room

.....

.....

3. how students will learn

.....

.....



c Read your dream classroom to your friends. Discuss it together.

9 Time to Learn More

CLIL&Culture

a Read the texts quickly. Look at the pictures and tick (✓) the ones in the text. Then read it again to check your answers in. Work in pairs.









b Read the text carefully and write the names of the countries under the pictures.

Technology in Education: A Global Look

Imagine a classroom full of tablets, headsets, and even robots! These classrooms are using technology to make learning fun and exciting.

In Singapore, students at the Singapore American School use VR headsets to travel through time! They can walk through ancient cities and learn about history as if they are in the past. How cool it is!

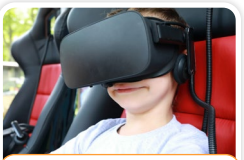
In Finland, students don't only use tablets. They also build robots using 3D printers. Yes, they can design and create robots and even make them move.

In Indonesia, at the Green School, students study in nature, but tablets and robot kits are also being used to learn. The school is special because it combines nature and technology.

In Türkiye, the FATİH Project aims to integrate technology into education. The project focuses on modernising classrooms with interactive boards and internet access. This improves digital learning in schools. It also ensures equal access to technology for all students.

Thanks to technology, the future of learning will be bright. You can sign up for the courses you want and access them from anywhere in the world. The classrooms of the future will be amazing!

Web pages, websites, and even homepages will be used by students to explore and learn in new ways. Laptops will be important tools in the classroom, and even 3D printers will be used to create models and projects for learning.


1. .....



2. .....


3. .....


4. .....

c Read the text again. Ask and answer the questions about different technological classroom tools.


Which technological classroom do you like most?


I like Green School's classroom in nature with robot kits.

d Think about the future classroom in your school and talk about it. Work in pairs.

The classroom will be full of smart tools.



10 Time for a Story

Reading

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

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

WORKING TOGETHER IS FUN



1

Mr Demir : All right, class! We're going to complete this project in three weeks. Pelin, what will you be working on?

Pelin : I'm going to do the research. I'll be the first to present my findings to everyone. Before I start, I'll log in to the school's database to access the sources.

Ege : I will focus on the design and I'll be the second to share my ideas. Once I'm done, I'll log out and send the files to the group.

Leo : I'll work on the writing, but I may finish last since I need more time to check it.



2

Leo : Can you give me a hand with this question? I'm not sure how to start the introduction.

Daisy : Sure, Leo! Let's work together to analyse the topic. I will define the main idea.

Leo : Thanks! I was struggling to compare the points.

Daisy : No problem. The research will be summarised and made clearer.



3

Pelin : I'll take notes about the research and summarise the findings. The research will be completed by next week.

Mr Demir : Excellent! The final report will be submitted. We can all participate in the presentation. Ege, what about the design?

Ege : I'm almost done. The design will be shared with everyone, and we can compare our ideas before finalising it.

Daisy : We'll solve the problem with time management.



4

Ege : We did it! We nailed it! High five!

Pelin : Yay! I got it right! We're going to finish ahead of timetable!

Mr Demir : I'm so proud of you all! You worked smarter, not harder. You've participated fully, and your efforts are clearly visible.

Daisy : I'm a quick study! We really make a great team. I'm sure the project will be finished before the deadline.

Leo : We chose the best approach from the start, and it worked!

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

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



1. Who is going to do research for the project?
2. What are the students working on in the classroom?
3. Where does Mr Demir walk around to check the students' progress?
4. Why is Leo confused about the writing part?
5. Who is responsible for the design?

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


Who is going to do research for the project?


... is going to do research for the project.

e Talk about the advantages of working in groups.

You can finish the assignment quickly.



11 Time for a Project

Make a poster about "The Classroom of the Future".

1. Design a fun and technology-equipped classroom for the future in your poster.
2. Explore future educational technologies.
3. Design fun and interactive learning activities.
4. Design classroom layout for the future.
5. Design fun learning tools and apps.

12 Time to Check Your Progress

Colour the bricks.



cardinal and ordinal numbers.

learning activities in the classroom.

technological classroom tools.

Got it!

Need help!

Confused!

Time to Practise

1 **Read the text. Write the learning activities under the graphs.**

The Effect of Learning Activities on Students' Success

Learning activities are important for students to be successful. Activities like group work, role play, and discussions help students understand better and develop skills. These activities will continue to play an important role in students' success in the future too.

Group Work

Group work allows students to learn from each other. It helps them share ideas and solve problems together. Studies show that group work can increase students' success by up to 80%. In the future, group work will help students collaborate even more effectively.

Role Play

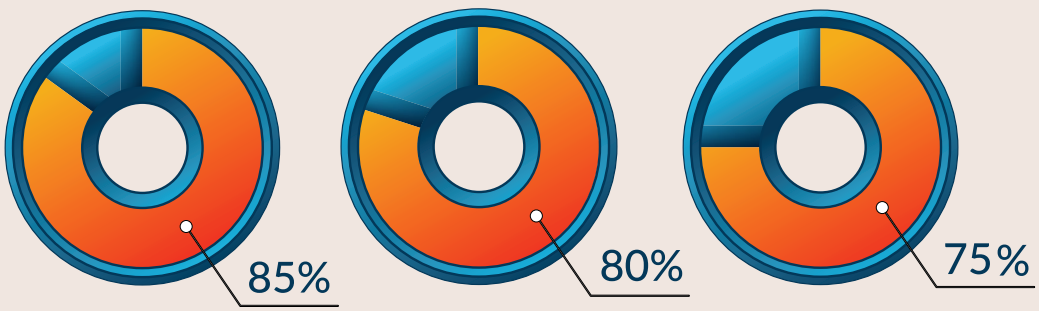
Role play lets students act out real-life situations. This activity helps students practise their language, develop empathy, and improve communication skills. Studies indicate that role play can increase students' success by up to 85%. It will also help students get ready for real-world challenges in the future.

Discussion

Discussion activities improve students' critical thinking and speaking skills. Students listen to different opinions and share their own views. Studies show that discussions can improve students' success by up to 75%. In the future, discussions will become more important for developing critical thinking.

Finally, learning activities like group work, role play, and discussions are effective methods that increase students' success. These activities help students learn better and develop various skills, and they will continue to be important for students' success in the future.

a) group work b) role play c) discussion



1. ..... 2. ..... 3. .....

2 **Write the benefits of the learning activities according to the text above. Talk about them. Work in pairs.**

group work _____

role play _____

discussion _____

3 **Rewrite Lilly's to-do list as in the example for next week.**

Next week, Lilly has a busy timetable, and she has planned her week carefully. She will be using various computer tools to complete her assignments. Here is a list of what will be done.

TO-DO LIST FOR ASSIGNMENT

- Text the dialogues
- Send the file
- Upload the assignments
- Print the pictures
- Read the emails
- Sign in to the website
- Search for topic
- Download the files

Example:

The dialogues will be texted.

4 **Listen and repeat the following tongue twister several times to practise the 'm' and 'n' sounds.**

Track 10.5



"Modern machines make many mini microchips in minutes."

Revision 10





THEME 11

PERSONAL LIFE & WELL-BEING

Sub-Themes

- Body parts
- Human illnesses and diseases
- Keeping good health

WARM-UP FOR WELL-BEING
GO TO PAGE 143

Functional Language

- Emphasising the action itself rather than who performed the action, often highlighting the receiver of an action in the past
- Expressing habits, routines, and states in the past that no longer occur in the present
- Expressing difference or degree between two things, people and/or entities
- Expressing the highest or lowest degree among three or more things, people and/or entities
- Expressing advice, giving recommendations, and suggesting actions

Social Language Expressions

- You finished your work? Good on you!
- No worries!
- Stay calm!
- You look at the picture of health!
- My mother always wraps me in cotton wool!
- I'm on the mend after having a heavy flu!



Taking care of our health teaches us responsibility and self-respect.

TIME TO ESTABLISH LINKS
TIME FOR AN OVERVIEW
GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story. What is it about?

a. personal life & well-being

b. family life




Digital Story
THEME 11
EMERGENCY
AMBULANCE
stomachache
earache
backache
KEEPING GOOD HEALTH
EXERCISE REGULARLY
AUOID STRESS
EAT HEALTHILY

1 Time to Focus

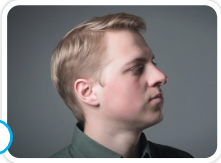
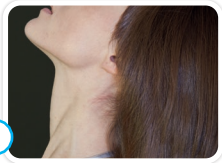
Listening/Watching comprehension

a Watch the digital story and tick (✓) where the story takes place.





b Watch the digital story again and group the pictures under the correct categories.


A

B

C

D

E

F


G

H

I

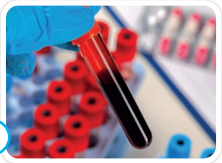
J

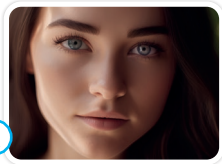
K

L

M

N

O

P

Q

R

S

T

BODY PARTS

A ○ ○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○ ○

HUMAN ILLNESSES & DISEASES

○ ○ ○ ○

○ ○ ○ ○

c Look at the pictures on pages 48 and 49. Answer the questions. Work in pairs.

1. Tick (✓) what you see in the picture.
   ○ Sports life ○ Human illnesses and diseases
2. What are the people doing in the picture?

d **Watch the digital story carefully and put the sentences in the correct order you hear.**

- ◯ I should start practising again immediately.
- ◯ You should take breaks from all that digital noise and try to stay active and keep fit by doing some exercises.
- ◯ Your health comes first.
- (1) The doctor quickly examined me.
- ◯ The doctor gave me a painkiller and some vitamins.
- ◯ That's totaly understandable, but you know, sometimes you should put yourself first.

e **Talk about keeping good health in 1d.**

Example:



How many suggestions are there for keeping good health?

There are ...



2 Time to Say

Pronunciation

a **Listen to the utterances from the digital story and notice the 'o' and 'p' sounds. Then practise saying them. Work in pairs.**

Track 11.1



"I had a pain in my shoulders and neck."
"I went to the hospital to get some medical help."

b **Listen and circle the 'o' and 'p' sounds.**

Track 11.2



- You must be sick because you look very pale.
- His temperature was higher than yesterday.
- People used to drink more herbal tea for colds.
- I had the flu, so I couldn't go to school.

c **Write three sentences that contain words with the 'o' and 'p' sounds.**

1. _____
2. _____
3. _____

3 Time to Learn New Words

Vocabulary A-Z

Game 11.1

a Watch the digital story again by noticing the words below.

a) a forehead b) a neck c) a shoulder d) chest
e) a knee f) an ankle g) a stomach h) a tongue

b Match the photos with the words above. There is an extra word.

1 a 

2 

3 

4 

5 

6 

7 

c Listen and check your answers. Then repeat them as a whole class.

Track 11.3

d Match the illnesses with their suggestions. There is an extra one.

1. Stomachache
2. Allergy
3. COVID
4. To vomit
5. Feeling dizzy
6. Toothache
7. Fever

4 a) Resting and avoiding eating heavy foods
b) Lying down in a quiet room
c) Drinking plenty of water and resting
d) Taking a seat and relaxing until you feel better
e) Taking medicine prescribed by a doctor
f) Staying home and getting tested for the virus

e Write about three diseases with their suggestions that you know.

1. _____
2. _____
3. _____

f Look at the pictures on pages 48 and 49. Tick (✓) the diseases that you see.

- cold
- the flu
- diabetes
- cough
- headache
- backache
- sore throat
- toothache
- earache
- the measles
- stomachache
- chin
- toes

g Talk about the diseases in 3f. Work in pairs.

Example:



What should I do if I have a headache?

You should lie down in a quiet room and drink water.



4 Time to Play

Find the words below and write sentences with these words.

allergy	backache	chest	diabetes	fingers	
forehead	knee	neck	patient	ankle	blood
stomachache	cold	earache	flu	hand	leg
shoulders	~~toothache~~	arm	brain	cough	emergency
foot	headache	measles	painkiller	sore throat	

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

Example:



If you had a toothache, you couldn't sleep very well.

5 Time to Keep in Mind

Language in Use

Game 11.2

a Listen to Dr Kaplan's advice and fill in the blanks with his suggestions. Ask and answer questions about the suggestions for headache. Work in pairs.

Track 11.4

If you have frequent headaches, you (1) should drink more water and get enough sleep, around 7-8 hours a night. Too much screen time can make things worse, so you should take breaks from your phone and computer. Eating healthy food and avoiding too much sugar and fast food also help. Fast food is less healthy than homemade meals. Regular exercise, like walking or stretching is (2) _____ you think. When you have a headache, you (3)_____ in a dark and quiet place. When I was a student, I (4)_____ headaches after long exams. I spent too much time under bright lights and didn't drink enough water. I used to think it was normal, but now I know I should have taken better care of myself. Last night at 10 p.m., I (5)_____ down because of a bad headache. It felt like (6)_____ one I'd had in weeks. If your headaches continue, you (7)_____ your eyes and you may also need glasses. You must not ignore frequent headaches. They can be serious. You can't expect to feel better without healthy habits. Even small changes can help. In the end, your health is the most valuable thing you have.

TIME TO REMEMBER!
You should drink plenty of water to stay hydrated.

Example:


What should you do when you have a headache?


I should drink more water.

b Read the text and talk about the human disease. Work in pairs.


Last week, I felt very sick. I had a high fever, and it was worse in the evening. My skin **was covered** in small red spots, and they were **more painful than** the headache I had before. My eyes hurt a lot. **I used to** recover quickly from illnesses, but this time it took much longer. I was resting in bed because of the high fever. I felt better after resting and taking medicine, I got better but it was **the worst** illness I've had in a long time. The headache was **stronger than** any I'd experienced, and my fever was **higher than** normal. I must avoid getting sick again. I can't ignore the importance of rest and healthy food anymore.

Example:


My skin was covered with red spots. What illness could I have?


It could be the measles.

TIME TO REMEMBER!
He walked to school when he used to live nearby.

TIME TO REMEMBER!
A backache is worse than a cold.
You're one of the most creative and courageous people.

TIME TO REMEMBER!
I was given a painkiller and some vitamins.
Important decisions were made during the family meeting.

6 Time to Play

a Close your eyes and put your finger on any part from the colour wheel. Act out the sentence you touch. Your friends will try to guess the sentence.

b Write three statements in your notebook similar to the ones in the game and act them out when you finish the game.

Example:



You should drink lots of water.

7 Time to Explore

Reading

a Read the interview quickly and guess what it is about.

b Read the interview again. Circle the ways of keeping good health in the text.

Interviewer: Hello, Dr Smith! Thank you for being here today. How did you manage to stay healthy?

Dr Smith: Hello! Thank you for inviting me. To live a healthy life, it was important to eat healthy food, exercise, and sleep well.

Interviewer: What kind of food do you eat to stay healthy?

Dr Smith: I eat a variety of different foods. Lots of fruit and vegetables were eaten every day. They are good for my body. Whole grains like brown rice and whole wheat bread were eaten. These were healthier than white bread or white rice. I also drink enough water every day.

Interviewer: Do you eat sugary foods like sweets?

Dr Smith: It is okay for me to have sweets occasionally, but I don't have too much. Sugary foods can cause problems like toothaches or gaining too much weight, so I eat them only once in a while.

Interviewer: How often do you exercise?

Dr Smith: I am an ambitious person. So, I exercise for at least 60 minutes every day. I walk, run, play sports, or ride a bike. Even dancing is good exercise! It is important for me to move my body every day.

Interviewer: How much sleep do you need to stay healthy?

Dr Smith: I need about 9 to 10 hours of sleep every night. When I sleep, my body can rest and get stronger. If I don't sleep enough, I will feel tired and not do well in my work or activities.

Interviewer: Thank you, Dr Smith! These are very helpful tips. Do you have any final advice?

Dr Smith: Yes! It is important for me to be happy, relaxed, and to take care of my mind as well as my body.

Interviewer: Thank you so much, Dr Smith! We really appreciated your advice.

Dr Smith: You're welcome! Stay healthy!

c Look at the list of activities below. Decide if they are healthy or unhealthy.



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

1. What kind of exercise did Dr Smith do?
2. Were sugary foods often eaten by Dr Smith?
3. What advice did Dr Smith give for mental health?
4. What kind of food was eaten by Dr Smith to stay healthy?

a) Dr Smith slept 9 to 10 hours every night.

b) Dr Smith walked, ran, played sports, or rode a bike.

c) No, they weren't.

d) Dr Smith ate fruits, vegetables, and whole grains.

e) Dr Smith advised staying happy and relaxed.

8 Time to Note Down

Writing

a **Answer the questions and discuss your answers. Work in pairs.**

Example:



Have you ever been sick?

Yes, I have. I had a cold last year and couldn't go to school for a few days.



1. What do you do when you feel sick?
2. What do you do to avoid getting sick?
3. What do you do when your head spins?

b **Write a short story about a time you were sick.**

Example:

Last month, I had a cold. My nose was blocked, and I had a sore throat. I drank warm tea. The doctor treated me and I stayed in bed to rest. After two days, I felt much better.

c **Read your friend's story. Are there any problems same as yours? Give feedback to each other as a whole class.**

9 Time to Learn More

CLIL & Culture

a Look at the pictures in 9b and guess the countries. Then read the texts to check your guesses.

b Read the texts and write the names of the countries under the pictures.


1. .....


2. .....


3. .....


4. .....


5. .....

FUNNY HEALTH TIPS FROM AROUND THE WORLD

Türkiye– "Drink tea, eat yoghurt, and believe in the power of soup!"
Got a cold? Drink linden tea. Stomach ache? Eat yoghurt. Any other problems? Try lentil soup!



The United Kingdom – "A cup of tea fixes everything!"
Feeling stressed? Have a cup of tea. Feeling tired? Have a cup of tea. Broke your leg? Have a cup of tea first!



Italy – "Eat pasta, stay happy!"
Carbohydrates give you energy, and happiness is good for your health. So technically, eating pizza is self-care!



France – "A little cheese won't hurt, will it?"
The French diet secret? Eat slowly, enjoy your food, and pretend calories don't exist!



Japan – "Walk everywhere, eat sushi, and live forever."
Want to be 100 years old? Just take 10,000 steps a day, work out and replace crisps with seaweed!



The USA – "Think big or give up. Especially when it comes to portion sizes!"
One burger is fine. But in America, why not make it a triple cheeseburger with extra fries?



India – "Spices can taste anything!"
Sore throat? Turmeric milk. Stomach ache? Cumin water.



Germany – "Sleep early, eat bread, and be efficient even with health!"
Germans believe in rules even for health. 8 hours of sleep, whole grain bread, and no mistake!



c Read the texts again. Ask and answer questions about funny health tips.



What should you do in Japan to live a long life?



You should walk 10,000 steps a day and replace crisps with seaweed to live a long life.

d Think about other funny health tips in your country. Talk about them. Work in pairs.

You should... in my country.



10 Time for a Story

Reading

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

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

FEELING BETTER: HEALTH AND REST

1



Daisy : You look pale and weak, Leo. Are you okay?

Leo : I had a terrible flu last week. I should have stayed in bed, but I kept going to school.

Daisy : Were you exhausted?

Leo : Yeah, I was. But now I'm on the mend after having a bad flu!

2



Ege : Last year, I often had colds

Pelin : But, we look at the picture of health now.

Ege : I know, I know. My mother always wraps me in cotton wool!

3



Daisy : Speaking of health, do you remember when Leo broke his leg?

Pelin : Oh, yes! Leo was taken to the hospital after his leg was broken. He was playing football when he broke it!

Ege : That's right! An X-ray was done to check how serious it was. And the doctor said, "You must be careful."

4



Leo : Well, I feel much better now. Thank you all for the advice.

Ege : No worries! Stay calm and rest when you need to.

Pelin : You haven't fully recovered yet, so don't push yourself!

Leo : No, I'm really fine. I completed my training sessions.

Daisy : You finished your training? Good on you!

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

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



Time to Think

1. Why did Leo feel tired last week?
2. How did Leo break his leg?
3. Where was Leo taken after his leg was broken?
4. What was done to check how serious it was?
5. What did the doctor say to Leo when he broke his leg?

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

e Suppose that you are a doctor. Talk in pairs about keeping good health.

Example:



Why did Leo feel tired last week?



Leo had ...

You should/must ...



11 Time for a Project

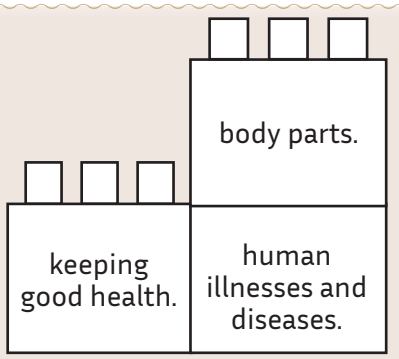
Make a healthy eating schedule and post it on the classroom board.

1. Make a one week meal plan.
2. Write down what healthy foods you will eat each day.
3. Post it on the classroom board.
   - Include different food groups such as fruit, vegetables, protein, grains, and dairy.
   - Draw the pictures of the foods or write their names.
   - Be creative and think about how to eat a variety of foods to stay healthy!

12 Time to Check Your Progress

Colour the lego pieces.

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



Got it!

Need help!

Confused!

Time to Practise

1 **Read the diary. Complete it with the suitable words below. There is an extra one.**

nose | eyes | heart | legs | hands | face | ears

Dear Diary

Today was a great day! I went to the park with my friend, Mia. The weather was lovely, and the sun was shining. As we walked, I felt the heat of the sun on my hair. It made me feel happy.

We stopped for a break, and I closed my (1)_____to enjoy the fresh air. The park was very peaceful, and I could hear the birds singing by my (2)_____. I took a deep breath, and the air felt so nice in my (3)_____.

Mia was playing volleyball, and I watched her. She hit the ball with her strong (4)_____.

After that, we sat down and talked. I smiled because I was so happy. She was very fast, and her (5)_____ was beating quickly! A big smile appeared on my (6)_____ , and I felt calm after all the fun. It was such a lovely day at the park.

I can't wait to go again soon!

Love.

2 **Complete Leo's body parts. Make sentences with the words in your notebook.**

MY BODY PARTS



3 **Look at the table carefully. Choose one patient and write a paragraph using the information in the table.**

Patient's Name	Illness	What Was Done to Get Well
Emily	She had a sore throat and headache.	Some medicine was given by the doctor and she drank lots of water.
Alex	He had a cold and cough.	He drank warm tea, rested, and took medicine.
Tom	He had the measles.	He stayed at home, rested, and visited a doctor.
Lucy	She had backache.	She did not carry heavy things and rested.

Example:

Last week, Emily was very sick. She had a sore throat and a headache. She felt very tired and could not speak properly. She went to a doctor, and some medicine was given. She drank lots of water and rested at home for three days. After that, she felt much better. Now, she is healthy again, and she is happy to be back at school!



4 **Ask and answer questions about the chart. Work in pairs.**

Example:



What illness did Emily have?

She had a sore throat and headache.



5 **Listen to the statements and underline each 'o' and 'p' sound.**

Track 11.5

Example:

The doctor told the patient to rest his back.

1. My parents told me to rest because I had the flu.
2. The doctor examined the patient's back carefully.
3. He had a bad cough, so he went to the hospital.
4. Diabetes is a disease that people should take seriously.

Revision 11



THEME 12

FAMILY LIFE & HOME

Sub-themes

- Family members' abilities and skills
- Hobbies of family members
- Different lifestyles of families in different houses

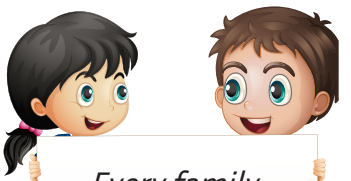
WARM-UP FOR WELL-BEING
GO TO 143 PAGE

Functional Language

- Emphasising a future action and its results rather than the doer
- Describing actions that will be in progress at a specific time in the future
- Describing an action which will be completed before a specific time in the future
- Describing actions that will have been ongoing for a period of time up to a point in the future
- Expressing actions or decisions made spontaneously
- ·xpressing polite suggestions and possibilities (in the present/future)

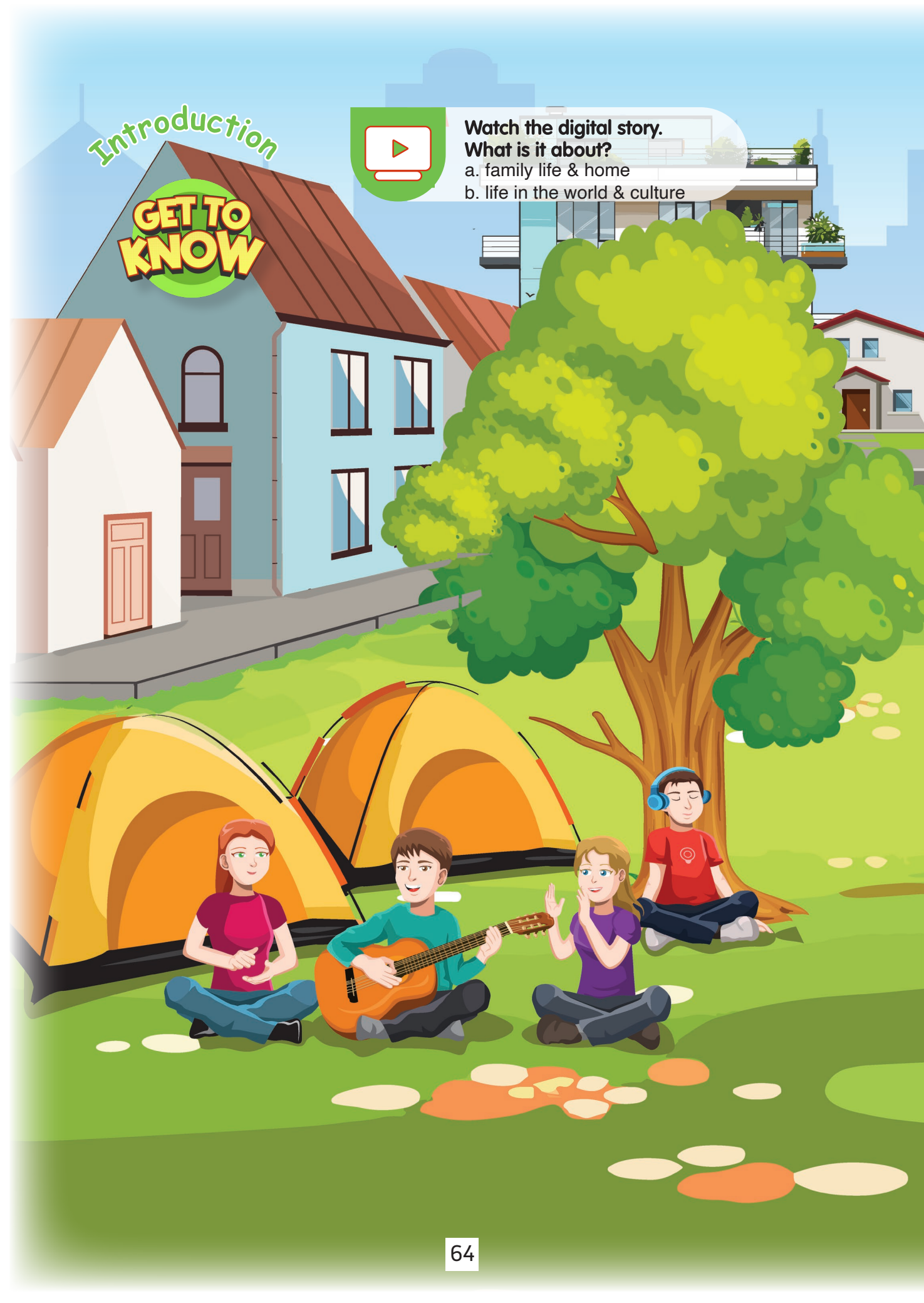
Social Language Expressions

- My dad is very handy with repairing tools!
- My mum drops me off at school in the mornings!
- Mehmet and his father both love f ishing. Like father, like son!



Every family member has special abilities and we should respect and support each other.

TIME TO ESTABLISH LINKS
TIME FOR AN OVERVIEW
GO TO THE THEME


Introduction
GET TO KNOW
Watch the digital story.
What is it about?
a. family life & home
b. life in the world & culture


Digital Story
THEME 12

1 Time to Focus

Listening/Watching comprehension

a Watch the digital story and tick (✓) where the story takes place.







b Watch the digital story again and write the headings on the suitable poster.

a) Hobbies of family members b) Family members' abilities and skills

.....

.....



.....

.....



c Look at the pictures on pages 64 and 65. Answer the questions. Work in pairs.

1. Tick (✓) what you see in the picture.

◯ Learning activities at the school

◯ Different lifestyles of families in different houses

2. What are the people doing in the picture?

d Watch the digital story carefully and put the sentences in the correct order you hear.

- ( ) I'll swim in the sea and collect some seashells.
- ( ) I will listen to music and read my book by the sea.
- ( ) We'll have gone to the beach by 8 o'clock.
- ( ) You'll surf with me, won't you?
- (1) Mum and grandma will be cooking in the kitchen.
- ( ) Maybe we can draw pictures.
- ( ) A dance competition will be held among us.

e Talk about the hobbies and abilities in 1d.

Example:



What are your hobby and ability?

I love playing video games and drawing pictures.



2 Time to Say

Pronunciation

a Listen to the utterances from the digital story and notice the 'q' and 'r' sounds. Then practise saying them. Work in pairs.

Track 12.1



"You're a quick learner and you're improving very well."

b Listen and circle the 'q' and 'r' sounds.

Track 12.2



- Taking quiet walks in the park is a relaxing hobby for many people.
- My uncle loves playing the guitar and watching quiz shows on TV.

c Write three sentences that contain words with the 'q' and 'r' sounds.

1. _____
2. _____
3. _____

3 Time to Learn New Words

Vocabulary A-Z

Game 12.1

a Watch the digital story again by noticing the words below.

a) to collect b) to camp c) to catch d) to babysit e) to film f) to grill
g) to climb h) to surf i) to sail j) to fly k) to play video games

b Match the photos with the words above. There is an extra word.

1 j 

2 

3 

4 

5 

6 

7 

8 

9 

10 

c Listen and check your answers. Then repeat them as a whole class.

Track 12.3

d Match the skills and hobbies to their places. There is an extra one.

1. to swim	2 a) in the library
2. to read a book	b) in the forest
3. to play a video game	c) in the sea
4. to camp	d) in a gaming cafe
5. to fly a kite	e) in the sky
6. to play football	

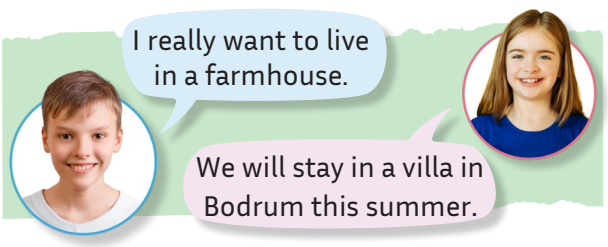
e Write about three hobbies of your family members.

1. _____
2. _____
3. _____

f Look at the pictures on pages 64 and 65. Tick (✓) the houses that you see.

- an attached house
- a detached house
- a terraced house
- a semi-detached house
- a block of flats
- a flat
- a block
- a villa
- an igloo
- a bungalow
- a cottage
- a farmhouse
- a treehouse

g Talk about the types of houses in 3f in pairs.



4 Time to Play

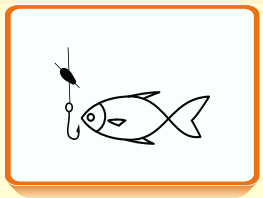
Try to guess what your friend is drawing.

DRAW & GUESS

HOW TO PLAY

You need at least two teams, each with two or more players.
One student will draw and the other student will guess.
Guess it in one minute.
If the team guesses the word correctly, they get a point.
Now, choose a word from the categories below.

Example:



to fish

HOBBIES	ABILITIES AND SKILLS	DIFFERENT HOUSES
to go to a festival	to climb	an attached house
to go cycling	to dance	a detached house
to go to a museum	to skateboard	a terraced house
to paint	to run	a villa
to play a video game	to fish	an igloo
to take a photograph	to jump	a bungalow
to go on a holiday	to speak	a farmhouse
to have a barbecue	to skate	a treehouse

5 Time to Keep in Mind

Language in Use

Game 12.2

a **Listen to the text and complete the blanks. Ask and answer questions about your plans for next weekend. Work in pairs.**

Track 12.4

Next weekend, a picnic (1)__is going to be organised__ in the park. A bicycle (2)_____ by my father, while photographs of nature **will be taken**. By the evening, a dance performance (3)_____ for hours at a festival. A summer trip (4)_____ before June. If supplies are needed, shopping **will be done** later today. Yes, we (5)_____ suddenly! In August, a holiday to the seaside (6)_____ by us. Beautiful landscapes **will be photographed** there. If the weather is nice, camping in the mountains **will be decided** on suddenly and (7)_____ with excitement. We love spending time together!

TIME TO REMEMBER!

I will organise a picnic for the family tomorrow.
We will organise a picnic for the family tomorrow.
This time next month we will be camping in the mountains.
I will have read all the books in my collection by next weekend.
By next weekend I will have been visiting three countries.
What would you like to drink?
I will take orange juice.

TIME TO REMEMBER!

The project will be completed by next Friday, won't it?

TIME TO REMEMBER!

The invitations will be sent tomorrow.
This time next month, our house will be being painted. By next weekend, these books will have been read. The house is going to be cleaned later today.

Example:



Who **will ride** this red bike?



This red bike **will be ridden** by my father.

b **Read the dialogue and talk about the family members' abilities and skills. Work in pairs.**

Father : When I was younger, I **could build** treehouses for the kids. I **could** also **do** barbecue really well at family gatherings.
Mother : That's true! And I **could organise** events perfectly. I remember planning your birthday parties!
Father : Yes, you **could plan** everything so well. Our son is talented, too. He could program a simple game when he was ten!
Mother : And our daughter is so creative. She **could act** in school plays, and she **could match** colours like a designer when she was at school.
Father : In the future, she **could become** a famous actress!
Mother : Yes! And maybe our son **could solve** big tech problems one day.

TIME TO REMEMBER!

I could clean the house before our guests arrive, but I need some help.
I could take photos when I was a child.

Example:
- **Could** you **surf** when you were 5 years old?
- No, I **couldn't surf** at that age.

6 Time to Play

a **Read the sentences on the map and guess which family member could say them. Then say the sentences again, using passive as in the example.**



b **When you finish the game, write three sentences in your notebook like the ones used in the game. Then act them out and let your friends guess them.**

Example: "I will build a tree house next weekend!"
Who said it? (Dad / Mum / Brother)
Answer: *A tree house will be built by my dad next weekend.*

7 Time to Explore

Reading

a Look at the interview quickly and guess what it is about.

b Read the interview quickly. Circle the types of houses in the dialogue.

detached house igloo flat block bungalow cottage
villa block of flats farmhouse duplex treehouse

HOMES AND PREFERENCES

Mrs Gold: Good morning! Today, we'll talk about different types of houses. Can you name some of them?
Aras: Sure! There're detached houses, duplexes, flats, blocks of flats, villas, cottages, bungalows, farmhouses, and even treehouses.
Mrs Gold: Great! Let's talk about these houses in detail. A detached house has got a lot of space. Do you think you'd like to live in one?
Aras: Yes, I would. It would be nice to have a lot of space for my family, especially for my sister and brother. But a villa would be good too because it's often in a beautiful area and has got a garden.
Mrs Gold: A villa would be a great choice for a family! What about block of flats? Do you think they would be good for an extended family?
Aras: Not really. Blocks of flats have many people living in the same building. It might be noisy, but they're usually more affordable.
Mrs Gold: That's true. Now, imagine you're living in a cottage going out for a walk in nature. It's small and comfortable, perfect for a family looking for a peaceful lifestyle. Would you like that?
Aras: Yes, I think a cottage would be nice for a quiet life. We could go camping nearby, have a barbecue, ride a bicycle, and spend lots of time outdoors.
Mrs Gold: Sounds perfect! And how about a farmhouse? It would be great if you love nature and animals.
Aras: A farmhouse sounds amazing! We could have chickens or cows and maybe even grow our own vegetables. It would be fun!
Mrs Gold: I agree! Each house type has got its own attraction. Do you think you could manage living in a treehouse?
Aras: It would be fun, but not for long! I think I prefer a bungalow for daily life. It's simple and comfortable for my family.
Mrs Gold: Great choice! A bungalow would be very practical for a family. It's important to find a home that fits your lifestyle.

c Read the interview carefully and complete the chart.

TYPES OF HOUSES	ADVANTAGES / DISADVANTAGES
Flat	1. More affordable, smaller, and noisy
Villa	2.
Cottage	3.
Bungalow	4.
Treehouse	5.
Farmhouse	6.
Blocks of flats	7.
Detached house	8.

d Read the interview carefully again and match the questions with their answers. There is an extra answer.

QUESTIONS

1. Where is a villa usually located?
2. What does a detached house offer?
3. What kind of lifestyle would a cottage offer?
4. What makes a bungalow a good choice for a family?
5. What is important when choosing a home?

ANSWERS

a. A lot of space for the family.
b. Finding a home that fits your lifestyle.
c. A peaceful lifestyle with lots of outdoor activities.
d. In a beautiful area, often with a garden.
e. It's practical, simple, and comfortable.
f. I prefer a bungalow for daily life.

1	d
2	
3	
4	
5	

8 Time to Note Down

Writing

a Answer the questions and discuss your answers. Work in pairs.

Example:



What kind of house would you like to share with your foster family?

I would like to live in a small cottage with my foster family.



- What type of house would you like to live in with your immediate family?
- What activities can you do in a farmhouse with your family?
- Do you prefer going on a holiday to a villa or a farmhouse? Why?

b Imagine your hobbies and favourite house. Write about them as in the example.

Example:

I want to live in a bungalow with my immediate family. It's simple, comfortable, and perfect for our hobbies. We could cycle to the park, go camping, and even have a barbecue in the garden.

c Read your friend's dreams. Is there anything the same as yours? Give feedback to each other as a whole class.

9 Time to Learn More

CLIL&Culture

a Look at the pictures in 9b and guess what they are. Then read the text to check your guesses.

b Read the text and write the names of the countries under the pictures.

Interesting and Fun Facts About Houses Around the World

In the future, different types of houses will be used based on climate and lifestyle. By 2050, many people will have been living in eco-friendly houses to protect the environment for twenty-five years.

Terraced houses have been common in the UK for centuries, and people will still be building them in the future. However, detached houses will be preferred by families who need more space. Semi-detached houses are practical, aren't they?

By 2030, many people will have moved into flats in big cities because they will be more affordable. In the USA, expensive penthouses will be bought by the rich.

Houseboats are very popular in the Netherlands, and in the future, more people will be living on water due to rising sea levels. Meanwhile, igloos will still be built in the Arctic Region to keep people warm. Amazing, isn't it?

People in warm countries will be using huts to stay cool, while in Italy, families will be staying in villas for holidays. Some travellers could choose tree houses for an adventurous stay!

Soon, more farmhouses will be designed with modern technology.

Homes will always change, but one thing is certain: People will still be creating new ways to live!



1. The UK



2. .....



3. .....



4. .....



5. .....

c Read the text again. Ask and answer questions about the fun facts related to the houses.

d Think about interesting and fun facts about houses in your country. Talk about them. Work in pairs.

Example:



What kind of houses will people have been living in by 2050?



By 2050, many people will have been living in eco-friendly houses to protect the environment.

Example:



In Türkiye, traditional cottages in the countryside will still be preferred by the people who want a quiet life.

10 Time for a Story

Reading

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

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

A BUSY FAMILY PROJECT

1



Mr Demir : Next week, you will make a project about family activities in pairs!
Daisy : I'll do the drawings, and Leo will join us to colour them!
Leo : Sounds great!
Ege : I could collect the data and write the quiz questions.
Pelin : Why don't you add something about hobbies like fishing?
Ege : Good idea! Mehmet and his father both love fishing. Like father, like son!
Mr Demir : Perfect! Any questions?
Students : No, sir!

2



Pelin : My dad is very handy with repairing tools! He could help us build a model!
Daisy : That's great! By this time tomorrow, we will have cut and painted it.
Ege : I can do the coding part of programme the application. But what if we can't finish on time?
Pelin's Dad : Don't worry! You will finish it on time!

3



Pelin's Mum: I'll drop you all off at school in the morning! Then I will go shopping.
Pelin : Thanks, Mum! By then, we will have been working on this for days!
Leo : Could our project win the competition?
Daisy : It could! We've worked hard on it.

4



Mr Demir : Your project will be displayed in the school hall next week! Our presentation skills have improved.
Daisy : Our effort helped us succeed.
Mr Demir : Your friends will admire it, won't they?
Ege : I think so!
Pelin : Now, who wants to celebrate this weekend?
Daisy & Leo & Ege : We do!

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

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



Time to Think

1. What will the students make next week?
2. When will they be cutting and painting the model?
3. What will Pelin's mum do in the morning?
4. Where will the project be displayed next week?
5. Who will admire their project?

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

Example:



What will the students make next week?

They will ...



e Suppose that you are organising a family activities project. Talk about the activities and hobbies that can be enjoyed by family members. Work in pairs.

She/he could ...



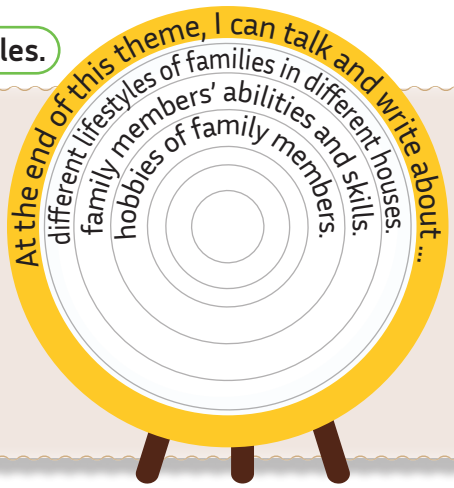
11 Time for a Project

Make a poster about family members' abilities, skills, and hobbies. And post it on the noticeboard.

- Which skills and hobbies do your family members have? List them.
- Your poster should be colourful and easy to read.
- You need to include at least four family members on your poster.
- You can draw pictures of the hobbies and skills.
- Present it to your classmates.
- Take notes and give feedback to each other.

12 Time to Check Your Progress

Colour the dart circles.



Got it! Need help! Confused!

Time to Practise

1 **Read the text. Complete it with the suitable words/phrases below.** There is an extra one.



Our Crazy Future Family Plans!

By this time next year, my family will have been living in a (1)_____ for five years! It's a bit small, but we love it. But yesterday my dad suddenly decided that we would move to a (2)_____ with a huge garden and a pool! My mum thinks it's a wild idea, but my little brother is already packing his skateboard.

Next summer, we will go on an epic holiday. My uncle will camp in the mountains while my aunt will be relaxing in a fancy (3)_____ by the beach. My grandpa will barbecue delicious burgers, and my grandma will read her favourite mystery novels.

I will try to learn how to surf, but I could fall a hundred times before I get it right. My cousin will have been programming a new mobile game for months. My dad will play the guitar by the campfire, and my mum will be dancing under the stars.

By the time we return home, our cat will have slept in every corner of our new (4)_____. Our dog will be running around happily. It sounds like a dream, doesn't it?

2 **Write the hobbies, lifestyles, or information of families in different houses according to the text. Talk about them. Work in pairs.**

TYPE OF HOUSES	HOBBIES / LIFESTYLES / INFORMATION
Example: Detached House	It has a big garden.

3 **Write a short description of different types of houses and how the lifestyle might change depending on the house people live in. Do you live in a house, a flat, or something else? Describe how families in other types of houses might live and what advantages or challenges these houses might have.**

Example:

I live in a terraced house with my family. We have a small garden where we play and relax. People living in a flat might have less outdoor space, but they might enjoy being close to the city centre. Families living in a farmhouse might spend a lot of time outdoors, growing vegetables, and taking care of animals.

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

Example:



What hobbies could you do in a farmhouse?

I could grow vegetables and take care of animals.



5 **Listen to the following tongue twisters aloud several times to practise the 'q' and 'r' sounds.**

Track 12.5



"Quick Rick quickly runs around the quiet house, fixing the room and reading a recipe."

"Quick Quinn quickly cleans the quiet kitchen while Rachel reads recipes."

Revision 12



THEME 13

LIFE IN THE NEIGBOURHOOD & CITY & SOCIAL LIFE

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-Themes

- Cultural and historical places in the neighbourhood and the city
- Festivals and events in the neighbourhood and the city
- Transportation in the neighbourhood and the city

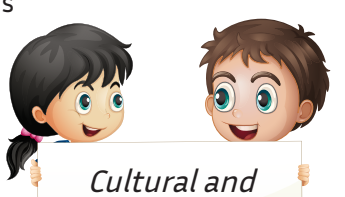
WARM-UP FOR WELL-BEING GO TO PAGE 143

Functional Language

- Describing hypothetical or unreal situations and their possible outcomes
- Expressing regret or a strong wish for a present or past situation
- Expressing desires, regrets, or hypothetical situations contrary to the current reality
- Expressing intention, preference or necessity
- Expressing activities or preferences
- Making suggestions in a polite or formal way

Social Language Expressions

- This house is a hidden gem!
- This street is the backbone of our city!
- This neighbourhood always buzzes with activity!



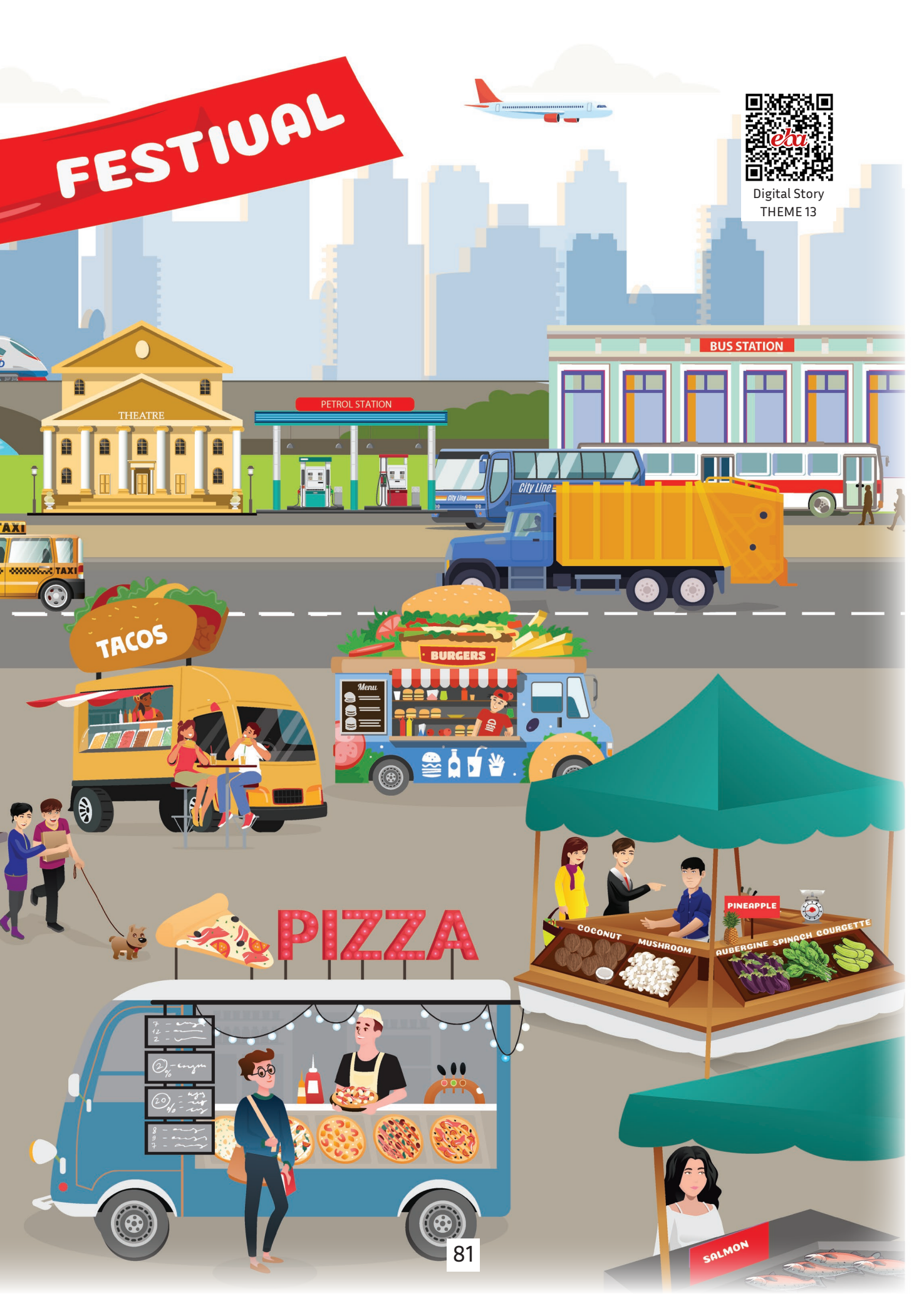
Cultural and historical places teach us tolerance and respect for different cultures.

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. neigbourhood & city
b. social life




FESTIUAL
Digital Story
THEME 13
BUS STATION
PETROL STATION
THEATRE
TAXI
TACOS
BURGERS
Menu
PIZZA
PINEAPPLE
COCONUT
MUSHROOM
AUBERGINE
SPINACH
COURGETTE
SALMON

1 Time to Focus

Listening/Watching comprehension

a Watch the digital story and tick (✓) where the story takes place.





b Watch the digital story again and group the pictures under the correct categories.


A

B

C

D

E

F

G

H

I

J

K


L

M

N

O

P

Q

R



FESTIVALS AND EVENTS

F



TRANSPORTATION



CULTURAL AND HISTORICAL PLACES

c Look at the pictures on pages 80 and 81. Answer the questions. Work in pairs.

1. Tick (✓) what you see in the picture.
   - ◯ Cultural and historical places
   - ◯ Transportation
   - ◯ Festivals and events
   - ◯ Family life
2. What are the people doing in the picture?

d Watch the digital story carefully and put the sentences in the correct order you hear.

- The travel agent explains what to do at the airport.
- The group talks about how to travel in the city.
- Ryan, Lucy, and Summer go to the travel agency.
- The group talks about the food they want to try.

e Talk about the sentences in 1d.

Example:



How do they travel in the city?

If they take the bus or train at the station, they can get to the city centre easily.



2 Time to Say

Pronunciation

a Listen to the utterances from the digital story and notice the 's' and 't' sounds. Then practise saying them. Work in pairs.

Track 13.1



"What kind of activities are you looking for during your trip?"
"We are hoping to see some iconic museums, palaces, and sand castles."

b Listen and circle the 's' and 't' sounds.

Track 13.2



- She hopes to taste couscous.
- We need to finish our meal with a dessert.
- They plan to enjoy eating international food during their trip.
- He enjoys tasting different types of desserts after dinner.
- The chef suggests trying the omelette with coconut and couscous.

c Write three sentences that contain words with the 's' and 't' sounds.

1. _____
2. _____
3. _____

3 Time to Learn New Words

Vocabulary A-Z

Game 13.1

a Watch the digital story again by noticing the words below.

a) cuisine b) falafel c) stew d) kebab e) noodles f) soup
g) dessert h) tacos i) burger j) curry k) pasta

b Match the photos with the words. There is an extra word.



c Listen and check your answers. Then repeat them as a whole class.

Track 13.3

d Talk about the festivals and events. Work in pairs.

Example:



How do you feel about street food festivals?



I feel excited about street food festivals.

e Watch the digital story and complete the sentences with the words below. There is an extra one.

● fountain ● exhibition ● palaces ● castles ● art gallery
● towers ● gym ● bridges ● attractions ● theatre ● cinema

a) If we had enough time, we would also go to a local (1) theatre or a (2)_____.
b) Don't forget the (3)_____ and (4)_____!
c) We are hoping to see iconic museums, (5)_____ statues, (6)_____ and (7)_____.
d) We'll be very happy if we visit tourist (8)_____.
e) I'd really like to visit an (9)_____ at an (10)_____.

f Write down three historical places in your country.

1. _____ 2. _____ 3. _____

g Look at the pictures on pages 80 and 81. Tick (✓) the transportation and the places that you see.

○ bus	○ e-scooter
○ train	○ helicopter
○ ferry	○ airport
○ boat	○ car park
○ tram	○ bus stop
○ taxi	○ motorbike
○ ship	○ tube
○ plane	○ petrol station
○ lorry	○ train station

h Talk about the transportation and places in 3g. Work in pairs.



I really enjoy travelling by tram.

I would like to travel on the underground. It is so fast.



4 Time to Play

a Guide each vehicle to its stop by following the correct path. Write the words you collect along the way in charts.



b Write two sentences using the words you collected the card below on your notebooks.

charter

P
check out
on board
cabin
border
duty free
airport

Example:
We dislike waiting to check in.
She hopes they announce the arrival time soon to get on board easily.

1. _____
_____
2. _____
_____

5 Time to Keep in Mind

Language in Use

Game 13.2

a **Ask and answer questions about your plans as in the example. Complete the sentences with the correct form of the verbs in brackets. Work in pairs.**

Example: - What **will** you **explore if** you **visit** the museum?
- **If** I **visit** the museum, I **will discover** the city's history.

- If I (1)_____ (visit) Türkiye, I (2)_____ (taste) Turkish pizza.
- If people (3)_____ (use) more eco-friendly products, they (4)_____ (help)to protect wildlife.

TIME TO REMEMBER!
If more people took enough time to clean up and recycle the problem wouldn't be so bad.
If I had more experience, I would join a proffesional motorbike rice.

b **Read the text and talk about your dream travel. Work in pairs.**

One day, I will go on a worldwide trip to explore different cultures. My first stop will be a tourist information centre, and I will fill in an application form. **I will need to** gather information and get a guidebook to locate historical sites and old-fashioned markets.

During my travels, **I want to** rent a scooter to tour the city and join a motorbike race in another country. If **I had more** experience, I would join a professional motorbike race. **I wish** I could ride a motorbike faster so I could win a race one day. I will also have the chance to fly in a helicopter over the mountains!

Are you interested in a sightseeing tour to historical places? I can also suggest you rent bikes. If you rent a bike, you cycle around the city. Do you enjoy attending a street food feast?

In the evenings, I **don't mind** relaxing by the beach after a long day of sightseeing, or visiting a collection of traditional artwork. I really **enjoy** visiting the embassies to learn about a country's history and customs.

If I visited more countries, I would learn many new traditions. **If only** I had more time in each place, I would explore even the smallest villages.

Finally, I will board a ship to sail across the ocean, enjoying the mirror-like water surface. It will be an unforgettable cheerful trip!



TIME TO REMEMBER!
I enjoy eating stews and burgers.
Would you mind staying in a guesthouse with double rooms?
You'll need to go to the check-in counter first.

TIME TO REMEMBER!
I wish today were the departure day!
If only we had more time, we could also visit countryside villages.

TIME TO REMEMBER!
Shall we hear more affordable options?
Shall we also download a navigation application to make our journey easier?

Example:



I plan to rent a scooter to tour the city. What do you want to do on your holiday?



I don't mind relaxing by the beach after a long day of sightseeing.

c **Watch the digital story and write the suggestions under the sentences as in the example.**

Example:
Do you mind staying at a guesthouse with double rooms?

Shall we stay at a guesthouse with double rooms?

Are you interested in a sightseeing tour to historical places?

1. .....
.....
.....

How do you feel about street food festivals?

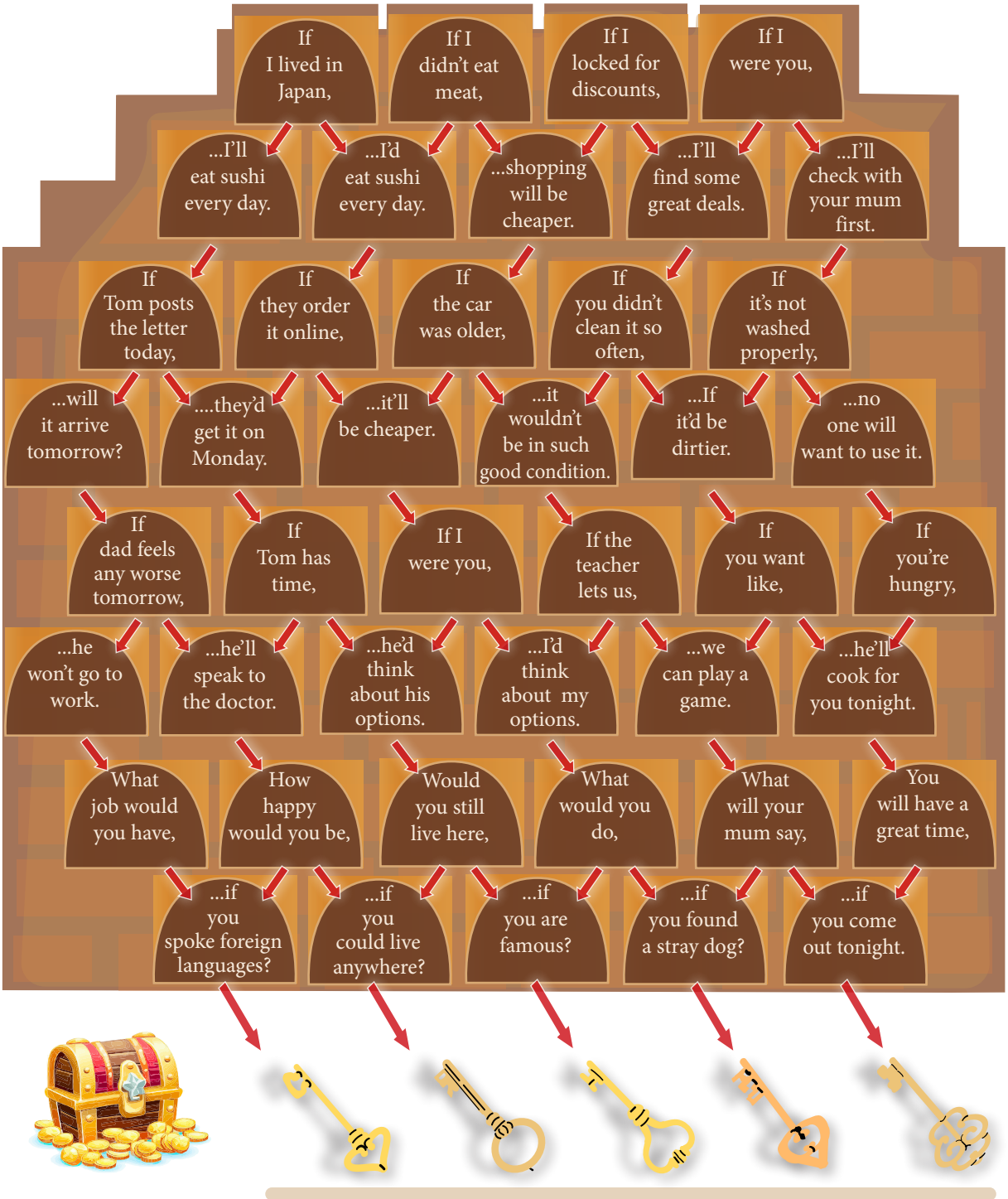
2. .....
.....
.....

I can also suggest you rent bikes. If you rent a bike, you can cycle around the city.

3. .....
.....
.....

6 Time to Play

a Answer the questions correctly and choose the correct box then follow the way to reach the correct key. Open the chest and reach the treasure.



b Write two sentences about what you would do if you got the treasure.

1 . _____

2 . _____

7 Time to Explore

Reading

a **Look at the brochure quickly and guess what it is about. Then tick (✓) the topics in the texts.**

◯ historical places ◯ international dishes ◯ festivals and events
◯ accommodation ◯ transportation



Explore the Beauty of Pamukkale

Welcome to Pamukkale, where you can enjoy the natural wonders, create your memories in your mind, and experience the beauty of local traditions. The beauty of the white terraces and ancient ruins is a must- see.

If you visit, you will discover tiny villages with famous terraces and fashionable shops. Indoor thermal baths and historical sites will give you a taste of folk culture, and the outdoors is there for you with beautiful views. I wish more people knew about this hidden gem, so they could experience its magic too.

Cultural and Historical Places

If you want to celebrate Pamukkale's history, we will guide you to the ancient ruins of Hierapolis. You can feel the stories of this ancient city. The terraces' unique formation is one of the main attractions. If you buy a pass, you can visit both the terraces and the ruins at a special rate. If only you could stay longer, you'd have time to explore every corner of this historical paradise.

Festivals and Events

If you visit Pamukkale during the summer, you can enjoy the Food Fest. This event celebrates local flavours and traditional dishes. You may even have the chance to fry or bake local snacks yourself! It's a great opportunity to discover local food culture and try new tastes. If you want to know more about the history of the food, local guides can translate the recipes and ingredients for you.

Transportation

If you need to get around Pamukkale, taxis and buses are available. You can also rent a bicycle to explore the area. If you arrive at the gate of the terraces, guides are available to help you navigate the site.

We hope you enjoy your time in Pamukkale and make unforgettable memories!

b **Read the brochure carefully and complete the chart.**

Category	Details	Activities/Services
Main Attractions	Pamukkale Terraces, Thermal Baths, (1) _____	(3)_____, shops, enjoy scenic views
Festivals and Events	Food Festival (taste local dishes)	(4)_____, guide translates recipes for you
Transportation	taxi, (2) _____	special discount tickets

c **Read the text carefully again and match the questions with their answers. There is an extra one.**

1. What can you see in Pamukkale?
2. How can you go around Pamukkale?
3. What can you do at the Food Festival in Pamukkale?
4. If you visit Pamukkale during the summer, what special event can you experience?

- ( ) a) You can taste local dishes, and there may be cooking and baking activities.
- ( ) b) You can walk, take a taxi, or rent a bicycle.
- ( ) c) The Music Festival is held in the summer.

8 Time to Note Down

Writing

a **Write your favourite international dish recipe in your notebooks as in the example.**

Italian Spaghetti Recipe

Ingredients:
200g spaghetti
2 tablespoons olive oil
2 cloves garlic
1 can crushed tomatoes
1 tablespoon flour
1/2 cup cream
Salt & pepper
Parmesan cheese

Instructions:
1. Boil spaghetti in salted water. Drain and set aside.
2. Heat olive oil in a pan, fry garlic until golden.
3. Add the flour and mix. Then add the crushed tomatoes. Let it boil for 5-7 minutes.
4. Pour in the cream and stir the cream and season with salt and pepper.
5. Add the pasta to the sauce and mix well. Top with extra Parmesan cheese.

Tip: If you have leftovers, freeze the sauce in a container and use it the frozen one later.

b **Read your friend's recipes. Is it the same as yours? Give feedback to each other as a whole class.**



9 Time to Learn More

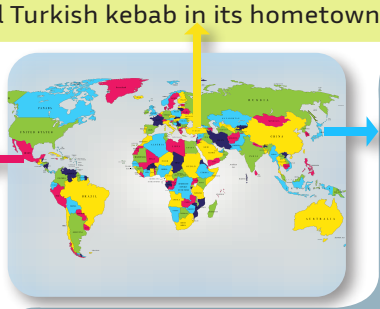
CLIL & Culture

a Look at the texts and guess what they are about.

b Read the texts quickly. Tick (✓) the meals in the texts.

THREE STOPS, ONE WORLD OF FLAVOURS

First Stop: The Legendary Turkish Kebab!
Our first stop takes us to Türkiye, where we find a dish that's as famous as the country itself: Kebab! Whether it's Adana, Urfa, or a simple shish kebab, the grilled meat is served with flatbread, onions, and tomatoes. The secret of a perfect kebab? The right mixture of spices, olive oil, and yoghurt! If I were you, I would taste this savoury meal. It's worth trying. I wish everyone had the chance to enjoy a real Turkish kebab in its hometown-it's a taste you never forget.



Second Stop:
A Mexican Fiesta – The Taco!
Our next stop is Mexico, where food is always a celebration of flavours! Tacos are a street food icon. From spicy beef to crispy fish and even tender duck, the taco is a perfect dish to suit all tastes. The mixture of crunchy taco shells, creamy avocado, sweetcorn, and a squeeze of lime creates a juicy, spicy bite you won't forget! Tacos are the best way to entertain guests. The choice is yours, and the flavours are endless! If only we could bring the spirit of a Mexican taco night to every home around the world.

Third Stop:
A Journey to Japan – Sushi Rolls!
Let's travel to Japan, where sushi takes centre stage. This dish is appreciated for its balance of flavours, with sticky rice, seafood, and crunchy vegetables all wrapped in nori. Today, we're rolling up some salmon, cucumber, and avocado to create the perfect sushi rolls. You can make it for ceremonies or for your guests at home. Sushi is a healthy, flavourful dish and brings happiness!








c Read the texts again. Ask and answer questions about the international dishes.

d Think about different international dishes in the world. Talk about them. Work in pairs.



If you were at a Mexican street festival, what kind of taco would you order? Spicy beef, fish, or something else?

If I were at a Mexician street festival, I would order a fish taco.



France is famous for its pastries, and the croissant is their international dish.



10 Time for a Story

Reading

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

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

FOOD FEST

1



Mr Demir : We are now going to the food festival. The service will be waiting for us.

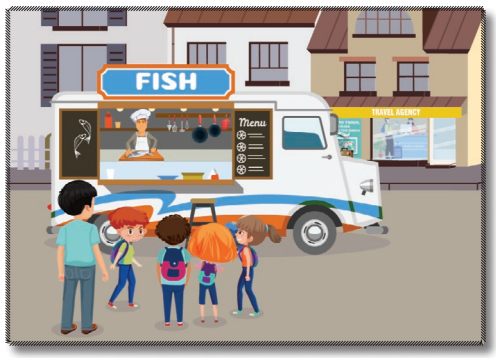
Pelin : Look! This neighbourhood always buzzes with activity!

Leo : Yes, there are many things to do. The athmosphere is great.

Mr Demir : I agree! There's always something new to discover here. Shall we try local or international dishes? Follow me!

Pelin : I wish we lived in a place like this so full of life and colour!

2



Mr Demir : That chef is great! He knows exactly what he's doing. If you ask him, he will guide you through the whole cooking process.

Ege : He's amazing! Hey, look, how he uses that knife! His tools are in an organiser, and his pans and pots are very tidy. If we had more time, we would watch him bake bread and fry tuna.

Daisy : Wow, look at his apron! It's so fashionable! He definitely has a style even while cooking.

Leo : If only we could stay here all day and learn from him!

3



Pelin : Wow, look at that! This house is a hidden gem! I've never noticed it before!

Leo : This street is the backbone of our city! All the important shops and markets are here.

Ege : Look at this advert! There's a big discount. If we had more time, we could buy something.

4



Mr Demir : Attention, everyone! You have got one hour of free time now. Feel free to explore and enjoy, but we'll meet back here in front of the service.

Pelin : Hey, listen to Mr Demir's announcement! We have got one hour, so let's explore.

Ege : Great! Thanks, Mr Demir. We'll be there on time!

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

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



1. Where are the students and Mr Demir?
2. What is the chef doing in Scene 2?
3. What does Ege see in the advert?
4. How much time have the students got?
5. Where will they meet in an hour?

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

Example:



Where are the students and Mr Demir?



They are at the food fest.

e Suppose that you are in a food fest. Talk about it. Work in pairs.

If I were at the food fest ...



11 Time for a Project

Choose a cultural or historical place in your city and prepare a presentation. Share your project with your friends.

In your presentation, use the following headings:

1. Name of the historical place: What is it called?
2. Location: Where is it? (You can use a map or ask your teacher for directions.)
3. History: When was it built or established? Who built it?
4. Importance: Why is it important? Why is this place special for the city?

12 Time to Check Your Progress

Colour the puzzle pieces.

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

- cultural and historical places in the neigbourhood and the city.
- festivals and events in the neighbourhood and the city.
- transportation in the neighbourhood and the city.

Confused!

Need help!

Got it!

Time to Practise

1 **Read the advertisement. Complete it with the suitable words below. There is an extra one.**

games | discount | trams | hotels | towers



COME TO THE SUMMER FESTIVAL!

We are excited to announce this year's Summer Festival! Do you want to have fun? Start planing now, and join this ceremony with us! If only you could be here to enjoy all the amazing events! If you come, you will enjoy live music, delicious food, and lots of fun activities, all with a native touch! This is not a commercial event.

Accommodation:

There are many hostels, camping sites, and (1) hotels . If you stay at one of our partner hotels, you will get a special (2)_____! I wish everyone could stay longer and enjoy both the festival and the natural beauty of the area.

Transportation:

If you come by car, there is a large parking area. If you prefer public transport, buses, underground and (3)_____ will take you to the festival, ensuring continuous service.

Activities:

You can enjoy street food, games, and music. If you love music, we have great local bands for you!

Attractions:

You can also see historical theatres, (4)_____ , and ancient castles at the fest. If you need any help with directions or information, we can translate the details into your language. Join us!

2 **Find the words from the grid and write them into the correct categories.**

transportation
.....
.....
.....
.....

attractions
.....
.....
.....
.....

activities
.....
.....
.....
.....

accommodation
.....
.....
.....
.....



3 **Imagine you are a travel vlogger. You have got many followers and they are waiting for your posts about the next trip. Write a short paragraph to describe your next trip.**



WRITING ASSIGNMENT

Instructions:

1. Introduction:
   - Write who you are.
   - Say that your followers are excited and waiting for your next trip.
2. The Trip Location:
   - Think about where you will go.
   - Write a few things about this place.



3. Activities on the Trip:
   - Write a few activities you might do during your trip.
4. Conclusion:
   - Write a conclusion about how your followers will feel or what they will do.

Example:

Writing Assignment

Hello, I am Ecem.I am a travel vlogger.My followers are always excited to see where I'll go next.

I think I will go to Japan. Japan is famous for its beautiful temples and gardens. If I go to Japan, I will visit the famous Tokyo Tower. If I go to Kyoto, I will see many old castles. The traditional food in Japan is also very good.I will try sushi.

If my followers watch my video, they will see beautiful places and delicious food. I think my trip will be amazing!

4 **Listen to the following proverbs aloud several times to practise the 's' and 't' sounds.**



"Success is the sum of small efforts, repeated day in and day out."

"Strike while the iron is hot."

Track 13.4

Revision 13



THEME 14

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

LIFE IN THE WORLD & CULTURE

Sub-themes

- Capitals of countries
- Landmarks and famous places in capitals and cities
- Sport events in various parts of the world and sports culture (fair play)

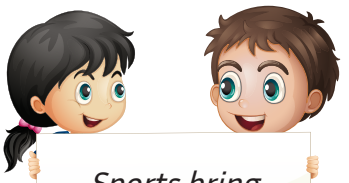
WARM-UP FOR WELL-BEING GO TO PAGE 143

Functional Language

- Use of expressing obligation, necessity, or prohibition
- Reporting current actions, states, or truths in indirect speech
- Reporting future intentions, plans, or predictions in indirect speech
- Describing present tenses , happenings, and situations
- Describing future events , happenings, and situations

Social Language Expressions

- Play by the rules, then the game will be fair!
- It's not cricket!
- Keep your eye on the ball during the match!
- Let's pop round to this museum later!



Sports bring countries together and show that we should stay kind when we win.

Introduction

GET TO KNOW

Watch the digital story.
What is it about?
a. future life
b. life in the world & culture

OLYMPIC GAMES









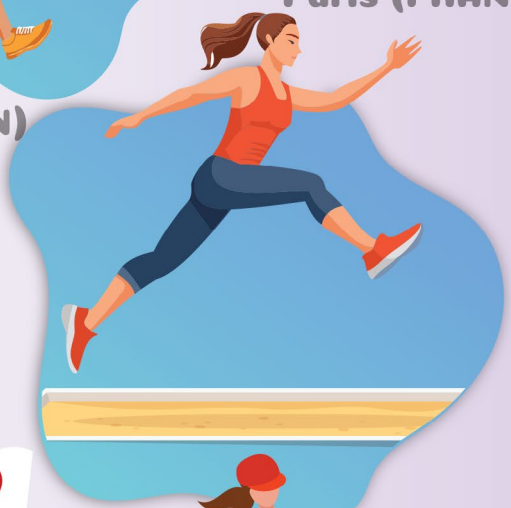
Ankara (TÜRKİYE)

Ashgabat (TURKMENISTAN)

Paris (FRANCE)

Tashkent (UZBEKISTAN)

Berlin (GERMANY)





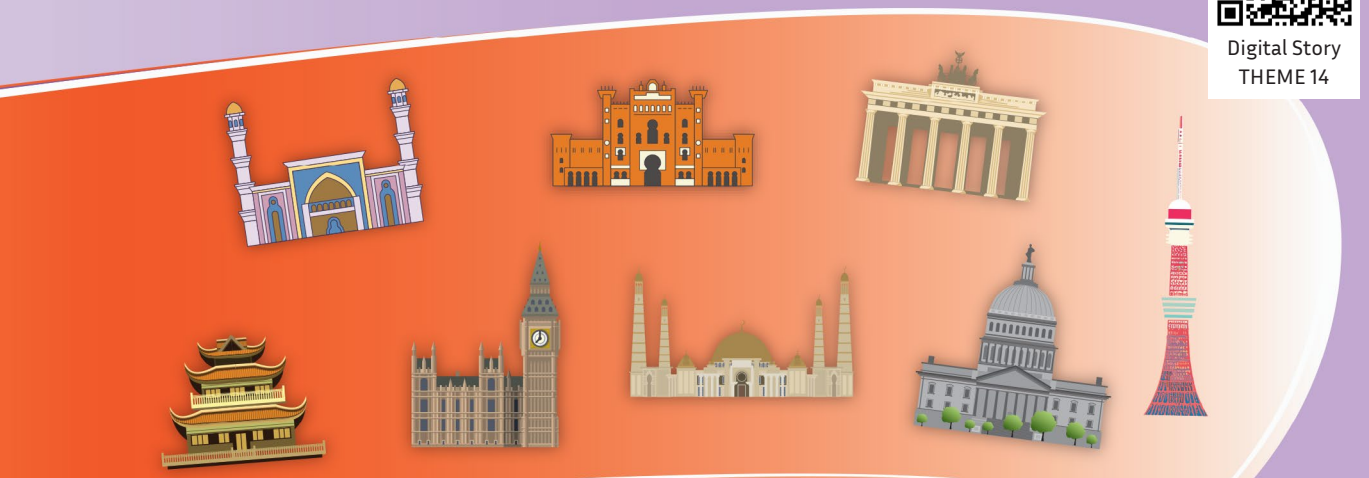
Tokyo (JAPAN)



Baku (AZERBAIJAN)

Astana (KAZAKISTAN)

Digital Story
THEME 14



London(ENGLAND)





New Delhi (INDIA)

Beijing (CHINA)



Rome (ITALY)



Madrid (SPAIN)



Washington D.C. (THE UNITED STATES)

1 Time to Focus

Listening/Watching comprehension

a Watch the digital story and tick (✓) where the story takes place.





b Watch the digital story again and group the pictures under the correct categories.


A

B

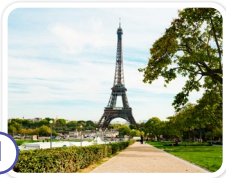
C

D

E

F

G

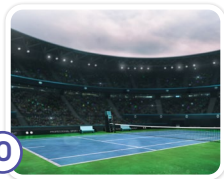
H

I

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K

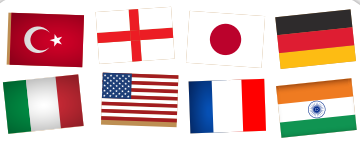
L

M

N

O


Landmarks and Famous Places in Capitals And Cities

A ◯ ◯ ◯ ◯ ◯


Capitals of Countries

◯ ◯ ◯ ◯ ◯ ◯


Sport Events in Various Parts of The World and Sports Culture

◯ ◯ ◯ ◯ ◯ ◯

c Look at the pictures on pages 96 and 97. Answer the questions. Work in pairs.

1. Tick (✓) what you see in the picture.
   - ◯ Sport events
   - ◯ Hobbies
2. What are the people doing in the picture?

d Watch the digital story carefully and put the sentences in the correct order you hear.

Paris! It is the capital of France.

New Delhi is the capital city of India and is located in the northern part of the country.

1 The United Kingdom. Do you know the capital of the United Kingdom?

Tokyo is the capital of Japan.

Ankara is the capital city of Türkiye.

Beijing is the capital city of China.

2 Time to Say

Pronunciation

a Listen to the utterances from the digital story and notice the 'u' and 'v' sounds. Then practise saying them. Work in pairs.

Track 14.1



"Have you ever heard of Tour de Paris?"
"Beijing has built modern sports venues."
"You must also see the private museums."

b Listen and circle the 'u' and 'v' sounds.

Track 14.2



- You can visit the Colosseum when you are in Rome.
- The Roman Forum in Rome is a valuable historical site.
- New York is a very popular city in the United States.
- You can visit famous museums like the Pergamon Museum in Berlin.
- Madrid is known for its cultural events and unique festivals.

c Write three sentences that contain words the 'u' and 'v' sounds.

1. _____
2. _____
3. _____

3 Time to Learn New Words

Vocabulary A-Z

Game 14.1

a Watch the digital story again by noticing the words below.

a) Tokyo b) Paris c) Ankara d) London e) New Delhi f) Beijing g) Lefkoşa h) Dublin

b Match the photos with the words above. There are two extra words.

1 

2 

3 

4 

5 

6 

c Listen and check your answers. Then repeat them as a whole class.

Track 14.3

d Talk about the capitals of countries. Work in pairs.

Example:



Where is Atatürk's Mausoleum?

It is located in Ankara, the capital of Türkiye.



e Watch the digital story and match the capitals of countries with their landmarks and famous places. There is an extra one.

1 London	2 Ankara	3 New Delhi
4 Tokyo	5 Paris	6 Beijing

( ) a It has the famous Eiffel Tower and special art exhibitions.

( ) b The Great Wall is nearby.

( ) c It's a modern city with busy shopping centres.

( ) d It has very interesting places like Buckingham Palace, which the prince and princess sometimes visit.

( ) e It has impressive landmarks like Atatürk's Mausoleum.

f Write down three capitals of countries with their landmarks and famous places that you know.

1. _____
2. _____
3. _____

g Ask and answer questions about capitals of countries. Work in pairs.



What is Paris famous for?



It has the famous Eiffel Tower and special art exhibitions.

h Look at the pictures on pages 96 and 97. Tick (✓) the sports events that you see.

- ( ) snowboarding
- ( ) long jump
- ( ) horse riding
- ( ) karate
- ( ) rock climbing
- ( ) water jump
- ( ) surfing
- ( ) skateboarding
- ( ) gymnastics
- ( ) rugby
- ( ) athletics

4 Time to Play

Go to Page 151

1. You will get a word card with words related to capitals, famous places, sports events, and fair play terms.
2. The teacher picks a word from the box, and you will check if that word is on your word card.
3. If you find the word on your word card and mark it.
4. The first student to mark a full card says "Finished!" and wins the game.



5 Time to Keep in Mind

Language in Use

Game 14.2

a **Read the text and talk about the landmarks and famous places in capitals and cities. Work in pairs.**

Paris is the capital of France. You **must** see the Eiffel Tower. My friend says she **needs** to visit the Louvre. Tokyo is the capital of Japan. You **mustn't** miss the Senso-ji Temple. Last spring, my cousin **told** me she would go to Ueno Park to see the cherry blossoms. Rome is the capital of Italy. You **need to** visit the Colosseum. My friend **says** she **must** take a photo at the Trevi Fountain. Berlin is the capital of Germany. People **must** visit the Berlin Wall. My brother **told** me last summer he **would** visit the Brandenburg Gate. Lefkoşa is the capital of Turkish Republic of Northern Cyprus. You should see the Selimiye Mosque. My friend **says** she wants to visit the Venetian walls. Dublin is the capital of Ireland. You **need to** walk through the street. My cousin **told** me she would go to Trinity College to see the Book of Kells. Thousands of travellers choose to place these landmarks on their must-see list when visiting each capital, as they represent the culture and identity of each city.

Example:



You **must** see the Eiffel Tower. Where **must** you go to see it?



I **must** go to Paris. It is the capital of France.

TIME TO REMEMBER!

The guide said that the population of Tokyo is one of the largest in the world.

TIME TO REMEMBER!

Our swimming instructor stated that it would be a great opportunity to compete for a prize!

TIME TO REMEMBER!

We need to finish our social studies project today. We ought to start as soon as possible. You mustn't forget your passport. You must see the private museums, too. When you go there, you needn't worry about the crowds. To host such international events, Beijing needed to build modern sports venues.

b **Listen to the text and complete the blanks. Ask and answer the questions about the capital of Italy. Work in pairs.**

Track 14.4

Rome is the capital of Italy. If you visit Rome, you (1)_must_ see the Colosseum. You (2)_____visit Vatican City because it is an important place for history and culture. Tourists (3)_____ have a ticket to enter the Colosseum, but they (4)_____ pay to visit some public squares. Last year, I (5)_____ a guidebook to learn more about the city.

Example:



What **must** tourists see if they visit Rome?



They **must** see the Colosseum.

c **Watch the digital story and write the suggestions under the photos.**

Example:



You like swimming. You mustn't stop training.



1. .....
.....



2. .....
.....



3. .....
.....

6 Time to Play

Choose a colour and write a sentence with the structure you choose.

Example:

Athletes need to follow the rules for fair play in games.



7 Time to Explore

Reading

a **Look at the text quickly and guess what it is about. Tick (✓) the sports events in the text.**

- ☐ Olympic Games
- ☐ FIFA World Cup
- ☐ Tour de France
- ☐ Super Bowl
- ☐ Wimbledon
- ☐ UEFA Champions League
- ☐ Winter Olympics

SPORTS EVENTS AND FAIR PLAY

Sports events are held in different parts of the world every year. These events bring athletes and fans together to celebrate competition, teamwork, and fair play. Fair play means being honest, following the rules, and behaving kindly toward others. It is an important part of sports culture.

One of the biggest international sports events is the Olympic Games. Athletes from many countries compete in familiar sports like athletics, gymnastics, swimming, golf, and karate. In water sports like sailing, athletes use a sail to catch the wind. Some swimmers also perform dives from a diving board, balance, control, and technique. Each athlete works hard in training to win a gold medal or a silver medal and being part of a winning team. Another popular event is the FIFA World Cup, where footballers from around the world play in large stadiums to become world champions.

In Europe, cycling fans enjoy the Tour de France, a famous race through mountains and cities. In the United States, millions of people watch the Super Bowl, a big American football contest where players run, tackle, and throw the ball to score. Winter sports like snowboarding, ice skating, and skiing are popular in cold countries, especially during the Winter Olympics, which are mostly held outdoors. Some athletes also enjoy extreme sports like base jumping, where they leap from cliffs or tall buildings with parachutes, combining thrill with skill. In some places, athletes even train to hunt in snowy conditions as part of their sport or survival skills. Coaches say that competitors must follow the rules and respect others during competitions.

Fair play is important in all these events. Competitors must follow the rules and show respect to their instructors, captains, and other players. A good sportsman does not cheat or hurt others to win. In many sports, points are won based on ability. Athletes ought to play fairly and respect their competitors, whether they compete indoors, on a court, or in the mountains.

Sports events teach us that winning is not everything. What matters most is teamwork, respect, and fair play! Experts say that sports events will continue to teach us important lessons about teamwork and respect in the future.

During international events, athletes often stay in a hostel near the venue. Being a golfer, just like being any athlete, also requires discipline and respect for the spirit of fair play.



b **Read the text carefully and complete the chart.**

SPORTS EVENTS	SPORTS TYPES	FAIR PLAY CONCEPTS

c **Read the text carefully again and match the questions with their answers. There is an extra one.**

1. What does fair play mean in sports?	1	d
2. Which sports are included in the Olympic Games?	2	
3. Where is the Tour de France held?	3	
4. When are winter sports like snowboarding and ice skating popular?	4	
5. Why is fair play important in sports events?	5	

a. The Olympic Games include sports like athletics, gymnastics, swimming, and karate.
b. The Tour de France is held in Europe, through mountains and cities.
c. Winter sports are popular during the Winter Olympics.
d. Fair play means being honest, respecting the rules, and behaving kindly towards others.
e. Footballers from around the world compete in the FIFA World Cup.
f. Fair play is important because it makes sure that competitors follow the rules, show respect, and play honestly.

8 Time to Note Down

Writing

a **Answer the questions and discuss your answers. Work in pairs.**

Example:



What is the capital of your country?



London is the capital of the United Kingdom.

- What is your capital city?
- Can you name some famous places in the capital?
- What landmarks would you recommend to a tourist visiting this city?
- What is the weather like in the capital?

b **Look at the questions in 8a. Write about your favourite capital.**

Example:

My Favourite Capital

My favourite capital is London. London is the capital of the United Kingdom. Its location in the south-east of England makes it easy to travel there from various places. There are a lot of famous landmarks in London. One of the most well-known places is Big Ben. Big Ben is a big clock tower. Another famous place is Buckingham Palace. It is the home of the Royal Family. You can also visit the British Museum and the London Eye. I like London because it has a lot of beautiful parks and an interesting history. The weather in London is often rainy, but it's a lovely city to visit.

c **Read your friend's writing. Is your favourite capital city the same as anyone else's? Give feedback to each other as a whole class.**

9 Time to Learn More

CLIL&Culture

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

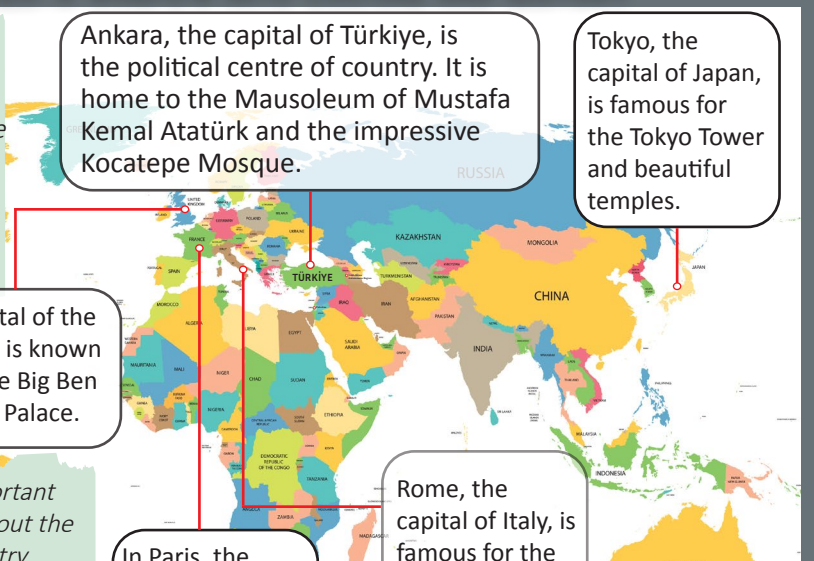
b Read the texts and write the names of the capitals under the pictures.

CAPITAL CITIES: A WINDOW INTO CULTURE AND HISTORY

Every country has a capital, and many capitals are home to famous landmarks that reflect the history and culture of the country. Experts say that capitals often showcase the unique identity of their countries through these landmarks.

Ankara, the capital of Türkiye, is the political centre of country. It is home to the Mausoleum of Mustafa Kemal Atatürk and the impressive Kocatepe Mosque.

Tokyo, the capital of Japan, is famous for the Tokyo Tower and beautiful temples.



London, the capital of the United Kingdom, is known for landmarks like Big Ben and Buckingham Palace.

Landmarks like these are important because they help us learn about the past and the culture of a country. They also attract tourists from around the world who come to admire the history and beauty of these places. Tourism officials predict that landmarks will continue to attract millions of visitors in the future.

In Paris, the capital of France, you can visit the Eiffel Tower and the Louvre Museum.

Rome, the capital of Italy, is famous for the Colosseum. It is a symbol of the power of the Roman Empire.



1. .....



2. .....



3. .....



4. .....



5. .....

c Read the texts again. Ask and answer questions about capitals and landmarks.

d Think about other capitals of the world. Talk about them. Work in pairs.

Example:



What are some famous landmarks in Ankara?



Famous landmarks in Ankara include Anıtkabir, the Mausoleum of Mustafa Kemal Atatürk, and the Kocatepe Mosque.

In Berlin, you must ...



10 Time for a Story

Reading

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

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

WIMBLEDON AND LONDON ADVENTURES



1

Daisy : Wow! We're finally here at Wimbledon! It's one of the oldest and most famous tennis events in the world!

Pelin : I know! And we get to see it in person. I can't wait to watch the players. It's going to be so exciting!

Ege : But remember, players should always play by the rules, then the game will be fair! It's all about fairless.

Leo : Exactly, Ege! It's not cricket if we don't play fairly. The players respect the rules, and that's what makes the match fun! Even a racehorse follows its path and pace on a track, just like tennis players stay focused during a match.



3

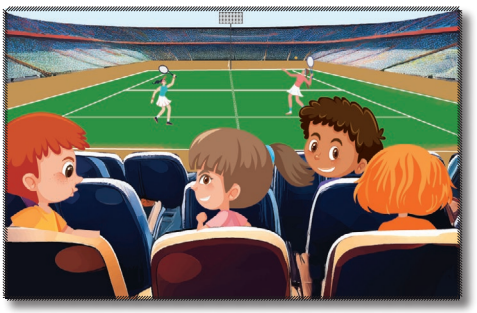
Daisy : Wimbledon was amazing! Now, let's head to the old-fashioned town hall. I've always wanted to see it.

Pelin : Sounds great! We can also visit Big Ben and the London Eye. London is full of famous landmarks.

Ege : And after that, we must stop by the shopping centre to do some shopping. I love visiting different shops here in London.

Leo : But let's not forget to visit Buckingham Palace. It's the official house of the Royal Family, and it's so impressive!

Daisy : Let's pop round to this museum later! I've heard the British Museum is one of the best in the world!



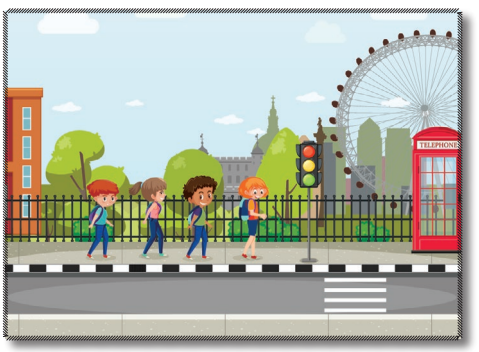
2

Leo : The match is starting! Keep your eye on the ball during the match. It's going to be fast!

Pelin : I'm ready! I think the players are really talented. They're hitting the ball hard!

Ege : Wow, look at that! The player just managed to hit the ball right into the corner. I think he's going to win this set! Maybe he's even a record holder!

Daisy : Winning is great, but what really matters is that they play fairly. It's about respect and teamwork.



4

Pelin : We should visit the British Library.

Leo : I agree, but we're in London! There's so much to see. London consists of many different areas, including famous landmarks, parks, and neighborhoods. I think we should visit the State Library and learn more about the city's history.

Ege : And we can ride the London eye to see the whole city from above!

Daisy : London is so calm and beautiful. It's the perfect place to relax and enjoy both the friendly atmosphere and the exciting landmarks!

Pelin : What a day! I can't wait to come back next time to see more of the city and maybe even join a Tennis Club!

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

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



1. What are they doing in Scene 1?
2. What does Ege remind his friends to do during the match?
3. What historical landmarks do the children want to visit in London after the match?
4. Why is the British Museum important for Daisy?
5. What does Ege suggest them after the match?

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

Example:



What are they doing in Scene 1?



They are ...

e Suppose that you are a guide. Talk about London's landmarks. Work in pairs.

You should/must ...



11 Time for a Project

Create a travel brochure to introduce a capital city. Show the landmarks, food, and fun things to do in the city.

- **Choose one capital city from around the world.**
- **Find out about famous places, landmarks and sports events.**

Front Page:
Write the name of the typical city and a catchy sentence like, "Visit Paris and Explore Its Wonders!"

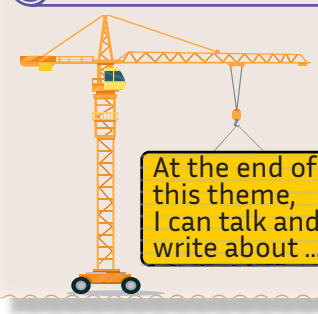
Inside Pages:
Describe the typical landmarks, famous places, and sports events.
Add at least two pictures of famous places.
Make sure to write in short and simple sentences.

Back Page:
Add a fun fact about the city or an interesting detail .

Presentation:
Share your brochure with your classmates.
Tell them why they should visit the city you chose.

12 Time to Check Your Progress

Colour the bricks.



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

- sport events in various parts of the world.
- sports culture (fair play).
- capitals of countries; landmarks and famous places in capitals and cities.

Got it!

Need help!

Confused!

Time to Practise

1 **Read the diary. Complete it with the suitable words below.** There is an extra one.



Dear Diary,

Today was so much fun! I went to the sports centre with my friends. We started watching some people (1) ice skate on the rink. It was amazing! Later, we decided to join in and try it ourselves. The (2)_____ coached us some moves, and I think I did pretty well for a beginner.
After (3)_____ , we went to watch a play on the stage. It was funny and exciting, and we all laughed a lot.
Later I went to gym. Then, we met the captain of the surf team in the locker room. He said that we must keep practising if we want to get better.

I think I want to try (4)_____ next!
Later, we visited the boxing area. I tried a few hits with the coach's help. It was harder than it looked, but it was really fun! After that, we saw some people learning to sail. One of the sailors told us that controlling the boat requires time and calmness.
After leaving boxing area, we walked around the shopping center and rested. It was such a fun day, and I can't wait to go back again!

Love,
Tom.

2 **Read the diary again. Group the sports.**

INDOOR SPORTS	OUTDOOR SPORTS

3 **Write a short travel journal about a capital and its famous landmarks.**

- **Choose a capital and write about the important places you visited.**
- **Include these details:**
  - Which country is the city in?
  - What are some famous places in the city?
  - How did you feel during your visit?

Example:

Last summer, I visited Ankara, the capital of Türkiye. My first stop was Anıtkabir. It is the Mausoleum of Mustafa Kemal Atatürk, the founder of modern Türkiye. It was very impressive and beautiful. I also saw Kocatepe Mosque, which is the biggest mosque in Ankara...

4 **Ask and answer questions about a capital and its famous landmarks. Work in pairs.**

Example:



What is the capital of Türkiye?

Ankara is the capital of Türkiye.



5 **Listen to the statements and underline each 'u' and 'v' sound.**

Example: We visited the studio to record a new video for our class project.

Track 14.5

1. We joined a new course to learn about volcanoes and geography.
2. The climber must reach the top to see the view.
3. In the eastern part of the island, the surfer found perfect waves to surf.
4. The changing room was enormous, with various lockers for each player.
5. The Sports Club offers a variety of activities for all ages.



Revision 14



THEME 15

LIFE IN NATURE

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-Themes

- Natural resources
- Animals in nature and their habitats
- Protecting natural resources and animals

WARM-UP FOR WELL-BEING GO TO PAGE 143

Functional Language

- Expressing quantity or amount
- Expressing quantities and amounts, distinguishing between items that can be counted and those that cannot
- Expressing degree, quantity or emphasis
- Describing actions or events that were completed before another point in the past
- Expressing an ongoing action in the past that continued until a specific point or was interrupted by another past action
- Reporting past actions, states, or truths in indirect speech

Social Language Expressions

- Please don't waste a drop (of water)!
- Use less paper now and save it for a rainy day!
- The deer feel free as birds in the forest!
- Don't harm nature!



By protecting nature and animals we show compassion and sensitivity for all living things.

Introduction

GET TO KNOW

Watch the digital story. What is it about?

a. life in the city
b. life in nature





Digital Story
THEME 15















1 Time to Focus

Listening/Watching comprehension

a Watch the digital story and tick (✓) where the story takes place.





b Watch the digital story again and group the pictures under the correct categories.


A

B

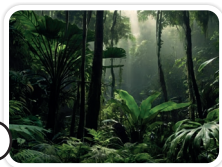
C

D

E

F

G

H

I

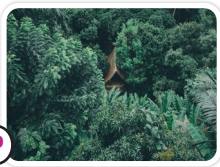
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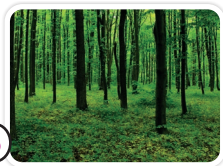
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NATURAL RESOURCES
K


GLOBAL PROBLEMS

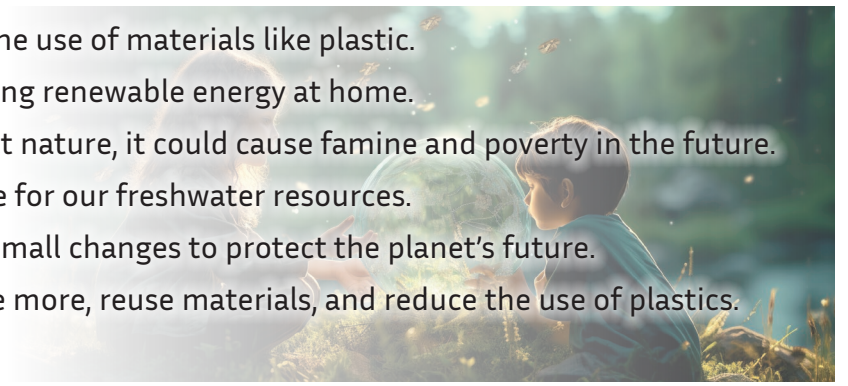

ENDANGERED ANIMALS


HABITATS

c Look at the pictures on pages 112 and 113. Answer the questions. Work in pairs.

1. Tick (✓) what you see in the picture.
   ◯ Natural resources and global problems ◯ Abilities and skills
2. What are the people doing in the picture?

d **Watch the digital story carefully and put the sentences in the correct order you hear.**



- ◯ We should limit the use of materials like plastic.
- ◯ I've even been using renewable energy at home.
- (1) If we don't protect nature, it could cause famine and poverty in the future.
- ◯ We should all care for our freshwater resources.
- ◯ We can all make small changes to protect the planet's future.
- ◯ We should recycle more, reuse materials, and reduce the use of plastics.

e **Talk about protecting natural resources and animals in 1d.**

Example:



What should we do to protect natural resources and animals?

We should recycle more, reuse materials, and reduce the use of plastics.



2 Time to Say

Pronunciation

a **Listen to the utterances from the digital story and notice the 'w' and 'x' sounds. Then practise saying them. Work in pairs.**

Track 15.1



"It explained that pollution had been increasing over the past few decades."
"Exactly."
"That's awesome!"

b **Listen and circle the 'w' and 'x' sounds.**

Track 15.2



- We can lessen our water usage by taking shorter showers or fixing leaks at home.
- We must carefully use water and wind energy to prevent extreme environmental issues.

c **Write three sentences that contain words with the 'w' and 'x' sounds.**

1. _____
2. _____
3. _____

3 Time to Learn New Words

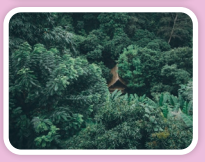
Vocabulary A-Z

Game 15.1

a Watch the digital story again by noticing the words below.

a) groundwater b) jungle c) wool d) recycling e) wood
f) geothermal energy g) natural gas h) farmland i) river

b Match the photos with the words above. There is an extra word.

1 e 
2 
3 
4 
5 
6 
7 
8 

c Listen and check your answers. Then repeat them as a whole class.

Track 15.3

d Watch the digital story and fill in the blanks with the words below. There is an extra one.

• rubbish • poverty • famine • air pollution
• urbanisation • overf ishing • landslides • climate change • flood

- I have noticed so much (1) rubbish and litter around the city lately.
- And the situation in deserts is getting worse because of (2)_____ .
- Whales, dolphins, and sea turtles, are endangered because of (3)_____ and sea.
- There has been more deforestation, which causes both (4)_____ and floods in nearby areas.
- And with all the (5)_____ , there's more deforestation.
- It could cause (6)_____ and (7)_____ in future.
- I realised how important it was to limit (8)_____ .

e Write about three global problems in your country.

1. _____
2. _____
3. _____

f Look at the pictures on pages 112 and 113. Tick (✓) the endangered animals and the habitats that you see.

- ○ tiger
- ○ whale
- ○ panda
- ○ dolphin
- ○ cheetah
- ○ penguin
- ○ oceans
- ○ deserts
- ○ rainforest
- ○ chimpanzee
- ○ woodlands
- ○ island

g Talk about the endangered animals and the habitats.


Pandas live in the forests and grasslands of Asia.

Whales swim in the cold waters of the ocean.

4 Time to Play

Use the code chart. Match the codes with the letters. Put the letters together to find the secret words.

Example:



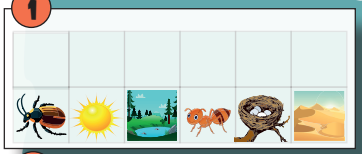




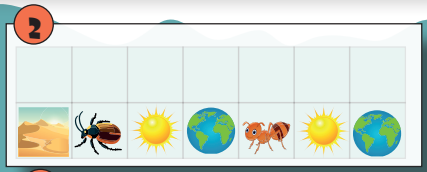
LETTER	A	B	C	D	E	F	G	H	I	J	K	L	M
CODE													

LETTER	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
CODE				?									

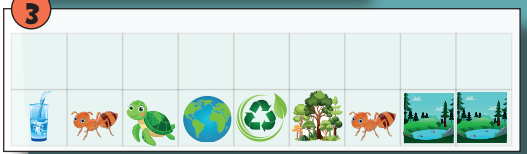
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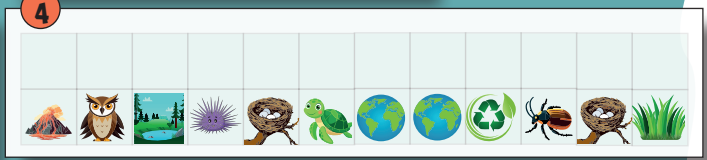
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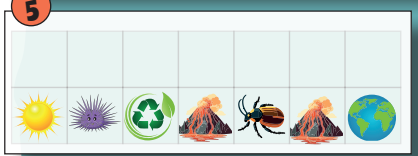
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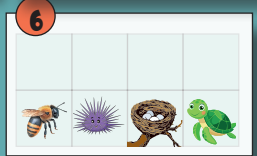
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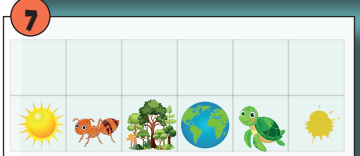
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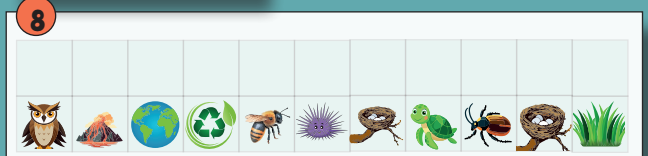
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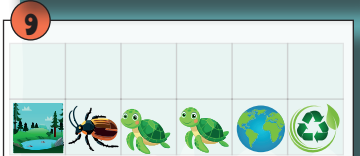
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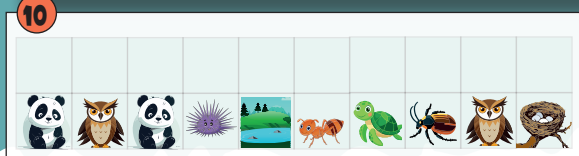
8



9



10



5 Time to Keep in Mind

Language in Use

Game 15.2

Track 15.4

a Listen to Mrs Nature and fill in the blanks.

Many years ago, people (1)_____ how **much** damage they **had caused** to nature. By the time scientists **had discovered** the effects of pollution, air and sea pollution **had already increased**. Factories (2)_____ **too much** rubbish, and people (3)_____ properly. Because of overhunting and overfishing, **many** species (4)_____ endangered. A scientist said, "If we (5)_____ precautions, we would not have lost **so much** wildlife." A volunteer (6)_____ that illegal hunting **had been** a big problem for years. She **said that** people needed to protect nature and should lessen pollution. Now, organisations are raising awareness of climate change. If we all work together, we can save our environment for future generations.

TIME TO REMEMBER

I had read somewhere that the energy crisis was getting worse. It explained that pollution had been increasing over the past few decades.

TIME TO REMEMBER

I have a few ideas to protect endangered species, but none of them is easy. You can use either solar power or wind energy, but neither option is perfect for every location. We have no fresh water left in the village, and there's little rainfall, but there's still a little groundwater.

TIME TO REMEMBER

This forest isn't big enough for all the wildlife, and it's too close to urban areas. He has such a strong love for saving the environment that both his friends and family support him. Would you like some reusable bags? If we don't have any, we can borrow some. The weather was very dry but there was enough sunlight.

TIME TO REMEMBER

It is explained that many countries had been investing in renewable energy. They're much cleaner alternatives to coal. A lot of animals living in the ocean are endangered. We can protect the planet and all its wonders. People took enough time to clean up.

b Read the text and talk about the protecting natural resources and animals. Work in pairs.

The Animal Meeting

One day, **all** the animals met in the jungle to talk about their problems. The panda said, "There are **too few** bamboo forests left! We need more food!" The tiger added, "Humans hunt us. It's **too** dangerous!"

The dolphin jumped and said, "There is **so much** sea pollution! We can't find **enough** fish!" The great white shark agreed, "Yes, overfishing is a big problem."

The polar bear said, "I have **little** ice left to live on. Climate change is real!" The cheetah said, "There are **too** many buildings. I can't run freely!"

Then, a volunteer arrived. "Don't worry!" she said. "We can protect you!" She asked people to donate money, stop illegal hunting, and lessen pollution.

The animals cheered. They had hope again!



Overfishing is a big problem. What should we do?



We should stop illegal hunting.

6 Time to Play

Go to Page 153

Take two cubes and roll both cubes at the same time. Add the numbers and make a sentence using the given words on the card. Then read the sentence aloud.

Example:



The weather was *very* hot.



1	VERY
2	SOME
3	EITHER
4	BOTH
5	A FEW
6	A LOT OF
7	ANY
8	ENOUGH
9	TOO
10	SO
11	ALL
12	A LITTLE

7 Time to Explore

Reading

a **Look at the interview quickly and guess what it is about.**

b **Read the interview quickly. Tick (✓) the topics in the dialogue.**

◯ wind energy ◯ global warming ◯ natural resources ◯ recycling ◯ deserts
◯ rainforests ◯ farmland ◯ deforestation ◯ wildlife

The Hidden Wonders of Nature

Mr Green: Welcome to "Nature's Wonders," the podcast where we discover amazing things about the world around us! Today, we're going to talk about some incredible places and creatures that you may not know about. Let's dive in!

Did you know that sand is not just for the beach? In some places, sand can actually help to fight against global warming! Researchers found that sand in deserts reflects sunshine, keeping the ground cooler and protecting plants. Isn't that amazing?

Let's talk about wind energy. Before the rise of wind turbines, scientists had already used energy from the wind for centuries. But did you know that in the 1800s, windmills were used to pump water and to grind grain? People had been using wind energy long before we even thought about geothermal energy or solar power!

There's also a secret hidden in the rainforest. Some animals hide in the trees, and scientists say they never discovered many of them before! The rainforest is full of life, and some animals had been living there for millions of years before humans even arrived.

But there's something sad we need to talk about: deforestation. It's when forests are destroyed. If we don't take care of nature, many species of animals could lose their homes forever. Some animals have been relying on these forests for food and shelter, and now they are at risk.

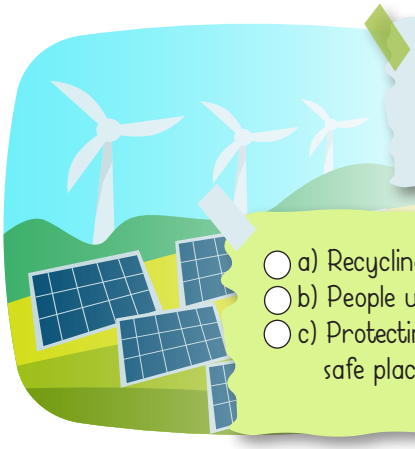
Reporter: Yes, and we have to stop this. We all need to protect wildlife, reduce pollution, cut down on waste, and recycle. Volunteering for clean-up projects or conservation efforts is a great way to help. And we must always think about safety, whether it's protecting endangered animals or making sure our environment is free from harmful substances. If we don't, we could lose important natural resources like freshwater and wood.

So, don't forget, you can make a difference. Donate to a good cause, reduce consumption, and take precautions to protect our beautiful planet. After all, we only have one Earth!

c **Read the interview carefully and look at the list below. Complete the chart with the details.**

GLOBAL PROBLEMS	NATURAL RESOURCES

d **Read the interview carefully again and match the questions to their answers. There is an extra one.**



1. How did people use windmills in the past?
2. What could happen if we don't protect nature?
3. How can recycling help protect natural resources?
4. Why is it important to protect wildlife?

- ◯ a) Recycling reduces waste and saves resources like wood, water, and energy.
- ◯ b) People used windmills to pump water and grind grain.
- ◯ c) Protecting wildlife helps to keep the balance of nature and ensures animals have safe places to live.

8 Time to Note Down

Writing

a **Answer the questions and discuss your answers. Work in pairs.**

Example:



Why are natural resources important for humans?

Because they provide us with food, water, energy, and materials.



1. Which animals are considered endangered?
2. How do humans affect the habitats of endangered animals?
3. How can we protect natural resources?

b **Write a short paragraph about an endangered animal.**

Example:

The polar bear is an endangered animal that lives in the Arctic. It needs sea ice to hunt for food. Climate change is melting the ice, so we must protect its habitat to help the polar bear survive.

c **Read your friend's paragraph. Is your endangered animal the same as anyone else's? Give feedback to each other as a whole class.**

9 Time to Learn More

CLIL & Culture

a **Look at the pictures in 9b and guess what they are. Then read the text to check your guesses.**

b **Read the text and write the names of the countries under the pictures.**

ENDANGERED ANIMALS AND THE ENVIRONMENT

Did you know that polar bears live in the Arctic in Canada and Russia? They rely on sea ice to hunt for seals, but global warming is causing the ice to melt. As a result, polar bears are losing their homes. If we don't take action, these animals could disappear.

In Australia, sea turtles are endangered because they need warm sand on beaches to lay their eggs. However, pollution in the oceans and the beach destruction make it harder for sea turtles to find safe places. Many organisations in Australia are working to protect sea turtles by cleaning beaches and reducing pollution.

In India, Asian elephants are at risk because of illegal hunting. People hunt them for their tusks. To protect these elephants, the Indian government has created national parks where the elephants can live safely away from hunters.

In Brazil, the rainforests are home to many endangered species, such as tigers and monkeys. Unfortunately, deforestation is a big problem. Every year, large parts of the rainforest are cut down, destroying animals' homes. Many people in Brazil are working hard to stop deforestation and protect these valuable forests.

Countries around the world are working together to protect endangered animals and their habitats, but it's important that we all do our part. We can all help by recycling, using less energy, and supporting wildlife protection efforts.


1. .....


2. .....


3. .....


4. .....

c **Read the text again. Ask and answer questions about the endangered animals and their habitats.**



Why are Asian elephants at risk in India?



They are at risk in India because of illegal hunting for their tusks.

d **Think about the endangered animals in your country. Talk about them. Work in pairs.**

In Türkiye, Anatolian Leopard is endangered due to habitat loss and illegal hunting.



10 Time for a Story

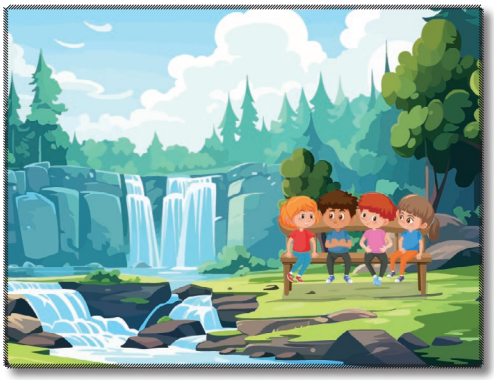
Reading

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

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

NATURE HEROES: A MISSION TO SAVE OUR PLANET!

1

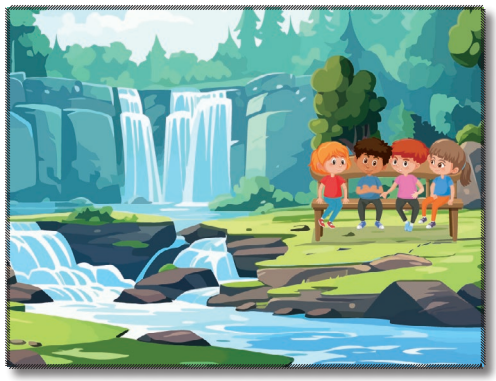


Daisy : Did you know that a lot of animals are losing their homes because of deforestation?

Pelin : Yes! Many rainforests have been cut down. I read that some animals had already disappeared before people realised the danger.

Leo : That's so sad. We should protect wildlife and stop pollution. The deer feel free as birds in the forest, but if we keep destroying their habitat, they will have nowhere to go!

2



Ege : Look at this river! Clean water is a very important natural resource. But some people throw rubbish into rivers and oceans.

Leo : Yes, I saw a documentary. They said pollution had destroyed many freshwater sources. Please don't waste a drop of water! We must protect every bit of it.

3



Pelin : We must take precautions. If we don't, future generations won't have enough clean water or forests. Cutting down trees for paper is a big problem. Use less paper now and save it for a rainy day!

Daisy : Let's start now! We can clean up litter and recycle. Don't harm nature! Every small step matters.

4



Leo : We're such a great team! We can make a difference if we all work together.

Ege : I agree! We had never thought about it much before, but now we know how important it is to take care of nature!

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

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

Time to Think



1. What is the main problem Daisy talks about?
2. What does Ege say about clean water?
3. How did pollution affect freshwater sources according to Leo?
4. What do they decide to do to protect the environment?
5. How do they feel while picking up litter?

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

Example:



How did pollution affect freshwater sources according to Leo?



Pollution ...

e Suppose that you are a reporter. Talk in pairs about protecting natural resources and animals.

The researcher explained that ...



11 Time for a Project



Make a bookmark about protecting nature and animals and share your bookmark with your classmates.

1. Choose a natural resource or an animal. Research it.
2. The size of your bookmark should be approximately 5 cm x 15 cm.
3. On your bookmark, write a short message explaining why it's important.
4. Use drawings, symbols, or colourful pictures of the animal or the natural resource to decorate your bookmark.
5. You can place a title at the top, your message at the bottom, and pictures in the middle or around the message.

12 Time to Check Your Progress



Colour the lego pieces.

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

- animals in nature and their habitats.
- natural resources.
- protecting natural resources and animals.

Got it!

Need help!

Confused!

Time to Practise

1 **Read the text. Complete it with the suitable words below. There is an extra one.**

rainforests | ocean | deserts | chimpanzee | cheetah | grasslands | woodlands | penguin | panda

A JOURNEY THROUGH NATURE'S WONDERS AND GLOBAL CHALLENGES

Last summer, I went on an amazing trip to see some of the world's most interesting animals in their natural habitats. I started in the (1)_____ of Brazil, where I saw a (2)_____ playing in the trees. Sadly, they are endangered because their homes are being destroyed by deforestation. Brazil's rainforests are very hot and humid, perfect for many animals like monkeys, snakes, and colourful birds, but the rainforests are in danger due to global problems.

Next, I travelled to the (3)_____ of Africa, where I saw a (4)_____ running at incredible speeds. Cheetahs are also endangered because of habitat loss and illegal hunting. They are the fastest animals on land, reaching speeds up to 70 miles per hour! The grasslands are huge, open spaces with very few trees, and they are home to many animals like lions, zebras, and giraffes. But these areas are becoming smaller and smaller, and many animals are at risk because of human activities.

Then, I went to the (5)_____ near Antarctica, where I saw a (6)_____ swimming in the cold waters. Penguins are facing danger, too, such as global warming, which is melting the ice they need. The ocean around Antarctica is freezing, but penguins love it. As the temperature rises, their habitats are disappearing.

I also visited the (7) _____ of China, where I saw a (8)_____ eating bamboo. Pandas are endangered because their habitat is being destroyed, and they have very few places to live. The woodlands are calm and peaceful, and pandas live there because they like quiet places with lots of bamboo. But, with deforestation and climate change, their numbers are slowly decreasing.

I hope to visit the deserts and jungles next time to learn more about other animals and their homes as well as to understand how global problems like pollution and climate change are affecting them.

2 **Complete the table according to the text. Talk about them. Work in pairs.**

Animal	Habitat	Country	Endangered	Global Problem
chimpanzee				

3 You want to join the "Natural Resources and Animal Protection Club." Fill in the information on your membership card to become a member. Your first duty is to write a great slogan to support your club. Let's get started!

Example:



NAME: HENRY
SURNAME: CLOUD
NUMBER: 100 CLASS: 5A
SCHOOL: Merkez Lower Secondary School
FAVOURITE ANIMALS: Polar bears, penguins and parrots

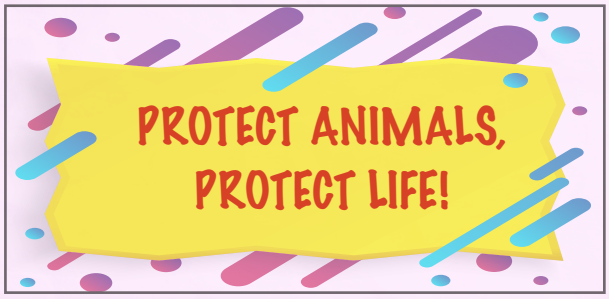


NAME: .....
SURNAME: .....
NUMBER: ..... CLASS: .....
SCHOOL: .....
.....
FAVOURITE ANIMALS:
.....
.....



NAME: .....
SURNAME: .....
NUMBER: ..... CLASS: .....
SCHOOL: .....
.....
FAVOURITE ANIMALS:
.....
.....

Example:





4 Listen to the following tongue twister several times to practise the 'w' and 'x' sounds. Underline each 'w' and 'x' sound.

"Whales whistle when water waves."
"Windy weather wakes wild wolves."
"Xavier's ox walks in wet woods."
"Xavier's fox explores exotic wetlands."



eki Track 15.5

eki Revision 15



THEME 16

LIFE IN THE UNIVERSE & FUTURE

WARM-UP FOR WELL-BEING
GO TO 143 PAGE

Sub-themes

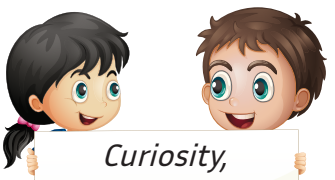
- Astronaut life on space stations
- Space explorations
- Life in the future

Functional Language

- Expressing speculation, possibility, or necessity about past actions
- Talking about hypothetical situations in the past that did not happen

Social Language Expressions

- She was over the moon with happiness!
- I was lost in space feeling confused!
- She was on another planet while the teacher was talking!
- The sky is the limit for the future of technology!



Curiosity, teamwork and responsibility lead to valuable discoveries for the future.

TIME TO ESTABLISH LINKS

TIME FOR AN OVERVIVEW

GO TO THE THEME


Introduction
GET TO KNOW
Watch the digital story.
What is it about?
a. life in the universe & future
b. life in nature


Digital Story
THEME 16

1 Time to Focus

Listening/Watching comprehension

a Watch the digital story and tick (✓) where the story takes place.





b Watch the digital story again and group the pictures under the correct categories.


A

B

C

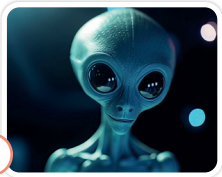

D

E

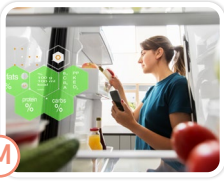
F

G

H

I

J


K

L

M

N

O


SPACE


SPACE EXPLORATIONS


FUTURE TECHNOLOGIES AND INVENTIONS


LIFE IN THE UNIVERSE

c Look at the pictures on pages 128 and 129. Answer the questions. Work in pairs.

1. Tick (✓) what you see in the picture.
   - ○ Natural resources and global problems
   - ○ Life in the universe & future
2. Where are the people in the picture?

d **Watch the digital story carefully and put the sentences in the correct order you hear.**

- ◯ The idea of "flying saucers" had always been a misunderstanding.
- ◯ If humankind hadn't moved beyond earthbound perspectives, we might never have coexisted with them.
- ◯ If I hadn't landed at Far Away Skyline, I would never have seen this future.
- 1 Everyone I know will have gone.
- ◯ Perhaps you wouldn't have believed it.
- ◯ If this unplanned accident hadn't happened, you might have designed something like this in your life time.

e **Talk about the sentences in 1d.**

Example:



If astronomers hadn't gone to space, what wouldn't we have learned about?

We would not have learned about artificial intelligence, solar-powered interplanetary networks, and space modules. This life would never have been possible.



2 Time to Say

Pronunciation

a **Listen to the utterances from the digital story and notice the 'y' and 'z' sounds. Then practise saying them. Work in pairs.**

Track 16.1



"You have been displaced approximately 250 years into the future."

"Over the past century, humanity discovered not only signs of life but intelligent civilisations in interplanetary systems."

"In the years ahead, young space voyagers will journey through zero gravity zones."

b **Listen and circle the 'y' and 'z' sounds.**

Track 16.2



- Zoe, the astronaut, zoomed through the zone with her spacecraft.
- The new space vehicle is designed to travel in zero gravity zones..
- In the years ahead, young space voyagers will journey through zero gravity zones.

c **Write three sentences that contain words with the 'y' and 'z' sounds.**

1. _____
2. _____
3. _____

3 Time to Learn New Words

Vocabulary A-Z

Game 16.1

a Watch the digital story again by noticing the words/phrases below.

a) starship b) astronaut c) space station d) unidentified flying object (UFO)
e) aliens f) virtual reality (VR) g) solar panels h) artificial intelligence (AI)
i) augmented reality (AR) glasses j) atmosphere k) faster-than-light (FTL)

b Match the photos with the words. There is an extra word.

1 h 

2 
3 
4 
5 
6 
7 
8 
9 
10 

c Listen and check your answers. Then repeat them as a whole class.

Track 16.3

d Watch the digital story and fill in the blanks with the words below. There are extra three words.

solar panels | AR glasses | weird | interplanetary | celestial | life signs | space station | smart

- NASA hadn't explored (1) celestial spaces.
- Humanity discovered not just (2)_____.
  but intelligent civilisations in (3)_____ systems.
- Shall we explore the (4)_____?
- Adaptive (5)_____ and an integrated all navigation system.

e Write down three future inventions about space.

1. _____
2. _____
3. _____

f Look at the pictures on pages 128 and 129. Tick (✓) the future technologies and images related to space that you see.

- spacecraft
- autopilot
- comet
- moonwalk
- moonlight
- mother ship
- rocket
- space capsule
- space suit
- 3D painting
- drones
- flying cars
- airlock
- wireless earbuds
- sunlight
- launcher
- space travel
- capsule
- smartphone

g Talk about future technologies and images related to space in 3f in pairs.

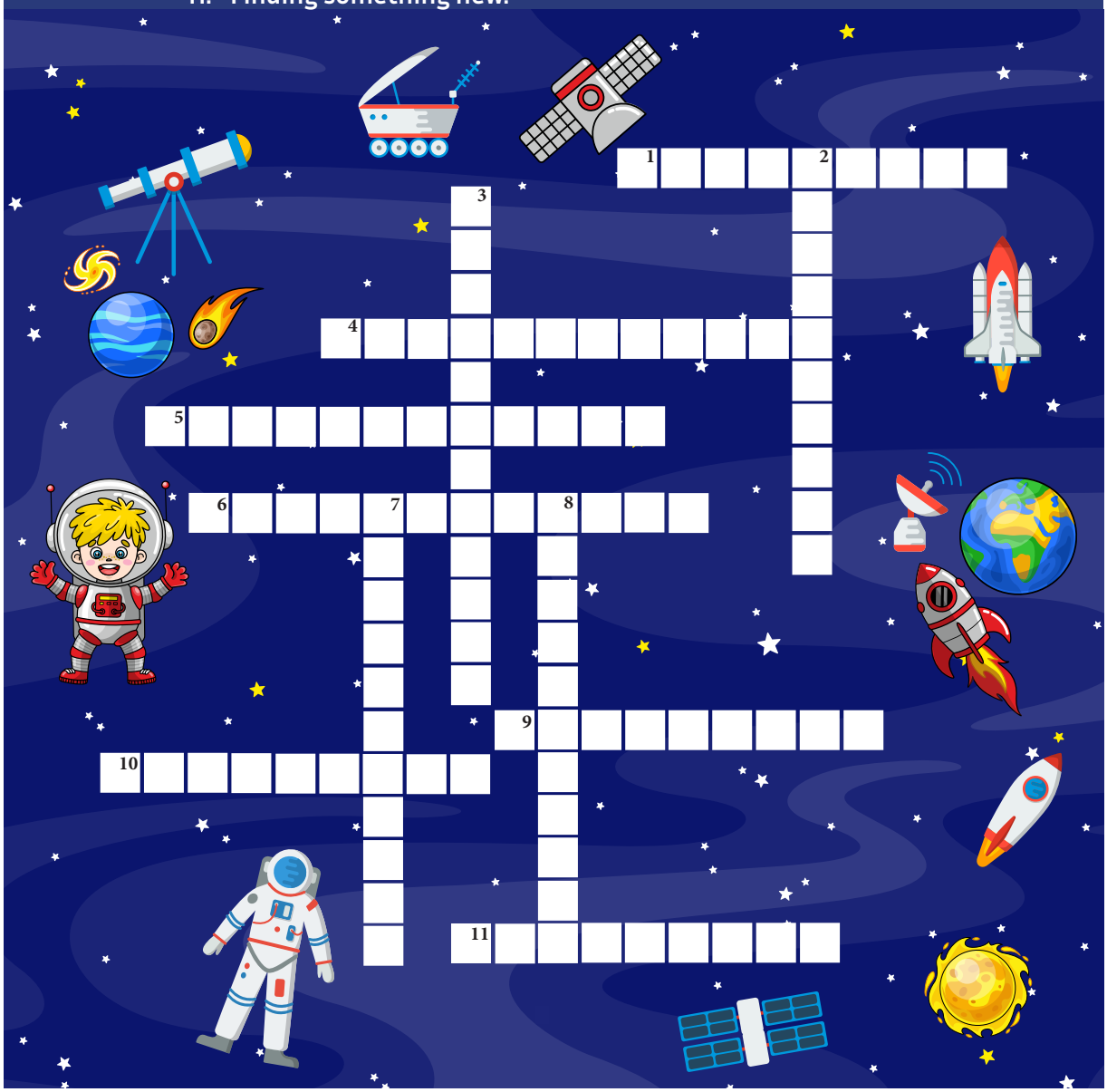
- The astronaut might have used the spacecraft to travel faster than light.
- In 50 years, flying cars will have become common on Earth.

4 Time to Play

Use the clues to write the answers into the numbered squares on the grid.

SPACE TRAVEL

1. A tool to look at stars, planets, and other things in space.
2. A vehicle that travels in space.
3. A big building that floats in space where astronauts live and work.
4. A vehicle that can go to space and come back to Earth.
5. A trip to space to do a job or study something.
6. A small vehicle that takes astronauts to space and back.
7. Going to new places to learn or find something.
8. Things that use sunlight to make electricity.
9. When astronauts go outside their spacecraft and walk in space.
10. A person who travels and works in space.
11. Finding something new.



5 Time to Keep in Mind

Language in Use

Game 16.2

a **Listen to Mr Star and complete the blanks. Ask and answer questions about the text. Work in pairs.**

Track 16.4

A Journey

A group of astronauts launched into space on a new spaceship. They had trained for years, and by the time they arrived at the space station, they had already captured amazing images of asteroids. The spaceship shone brightly as it took off from Earth.

If they (1) had forgotten anything, they (2)_____ able to complete their mission. Luckily, everything was prepared. Their mission was to explore the surface of a new planet. By the end of the week, they (3)_____ on it.

Some missions are uncrewed, but this one was crewed. As they revolved around the planet, they saw how it rotated slowly. **If** scientists (4)_____ it earlier, humans (5)_____ there by now.

Space exploration (6)_____ life completely. **If** astronauts **had never launched** into space, we **wouldn't have known** how beautiful the universe is!

TIME TO REMEMBER!
You might have designed something similar in your lifetime.

Example:


What was the astronauts' mission?


Their mission was to explore the surface of a new planet.

TIME TO REMEMBER!
If this unplanned accident hadn't occurred, you wouldn't have witnessed the future we've built.

b **Read the text and talk about the future inventions. Work in pairs.**

Future Life in Space

By 2090, astronaut life on space stations **will have transformed** completely. **If** scientists **had discovered** advanced robotics earlier, space travel **might have been** easier. Now, astronauts live in a digital environment, using smart watches, headsets, and self-driving vehicles.

If space stations **had been upgraded** faster, humans **would have extended** their stay beyond Earth. Telecommuting allows astronauts to work with people on Earth in interactive games and simulations. AI alerts them to dangers, while digital elements generate real-time data.

This rare lifestyle influences humanity's future. By the next century, longevity **will have increased**, and flexible habitats **will have been built** on distant planets.

c **Watch the digital story and write why we can use these technologies under the photos.**

Example:


You can use AR glasses to experience 3D.


1. .....


2. .....


3. .....

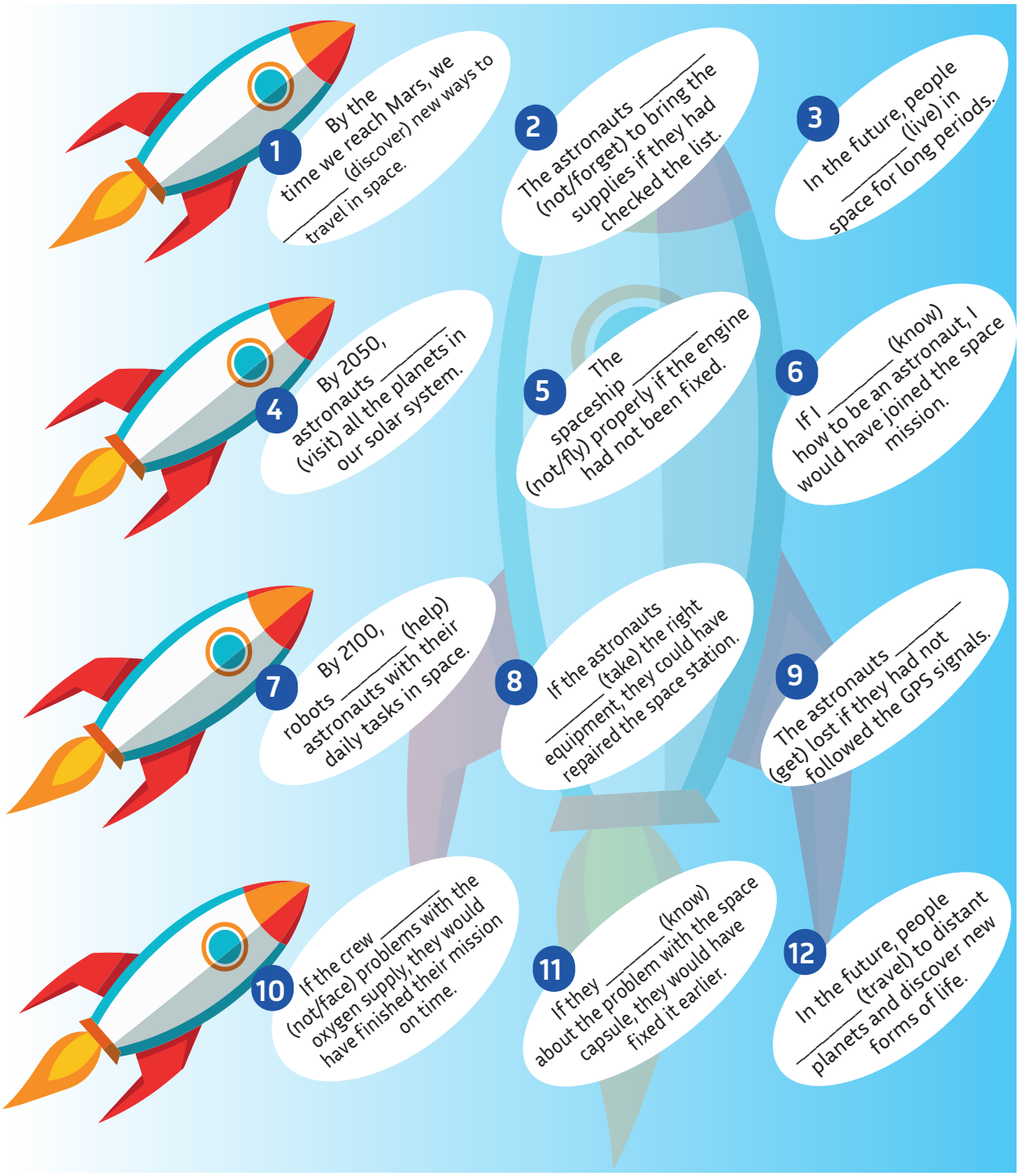
6 Time to Play

Go to Page 155

a Go to page 155 and make your own rocket. Throw this rocket to one of your friend. Then choose a sentence below and ask your friend to fill in the blanks.

b Write three statements similar to the ones in the game in your notebooks.

Example: The spaceship _____ (not/fly) properly if the engine had not been fixed.
The spaceship would not have flown properly if the engine had not been fixed.



7 Time to Explore

Reading

a **Look at the text quickly and guess what it is about. Then tick (✓) the items in the texts.**

☐ Asteroid ☐ Starship ☐ Space station ☐ Smart homes ☐ NASA

The Great Space Adventure

Captain Leo and his crew were on a mission to explore a distant asteroid. They travelled in a large starship called "Starlight Voyager," which had a small space capsule for special missions. The crew also used a space shuttle to reach the surface of the asteroid. Before leaving, one of the astronauts performed a spacewalk to inspect the exterior of the shuttle and ensure everything was ready for take off.

As they approached, the autopilot guided the spacecraft through the atmosphere of a nearby planet. Captain Leo said to prepare the lander. The crew entered the airlock and stepped onto the asteroid.

After collecting samples, they returned to the space station. The station orbited a moon where astronauts practised moonwalks. Captain Leo sent the rare mineral to NASA for study. "This could have helped us upgrade our spacecraft faster," he said. By the end of the week, the crew will have upgraded the engine. This improvement might allow their starship to travel faster-than-light (FTL).

On their return, they saw a flying saucer near their starship. Max asked if it was an unidentified flying object (UFO). Captain Leo replied that it could be. If we had known earlier, we would have prepared better. If it had been a threat, we might have needed to escape quickly.

Back at the space station, the crew met a space tourist. The tourist said that she/he had always wanted to see a real spaceship. Captain Leo smiled and said that who knew what else might exist beyond the stars? He said that if they had discovered alien life, it would have changed everything.

The adventure was over, but many mysteries remained in the world of aerospace.



b **Read the text carefully and complete the chart.**

Space Vehicles	Space Locations	Space Technology/Objects

c **Read the text carefully again and match the questions with their answers. There is an extra one.**

1. Where did Captain Leo and his crew travel to explore in 2085?
2. What did Captain Leo say to the crew when they were preparing to land?
3. Who did the crew meet at the space station?
4. Why did Captain Leo send the rare mineral to NASA?
5. What might the improvement to the engine allow the starship to do?

1	c
2	
3	
4	
5	

a. Captain Leo sent the rare mineral to NASA for study.
b. Captain Leo said, "Prepare the lander."
c. They travelled to a distant asteroid.
d. The improvement might allow the starship to travel faster-than-light (FTL).
e. The crew met a space tourist at the space station.
f. The autopilot guided the spacecraft through the atmosphere of a nearby planet.

8 Time to Note Down

Writing

a **Answer the questions and discuss your answers. Work in pairs.**

Example:



What kinds of technologies will people be using in the year 2050?



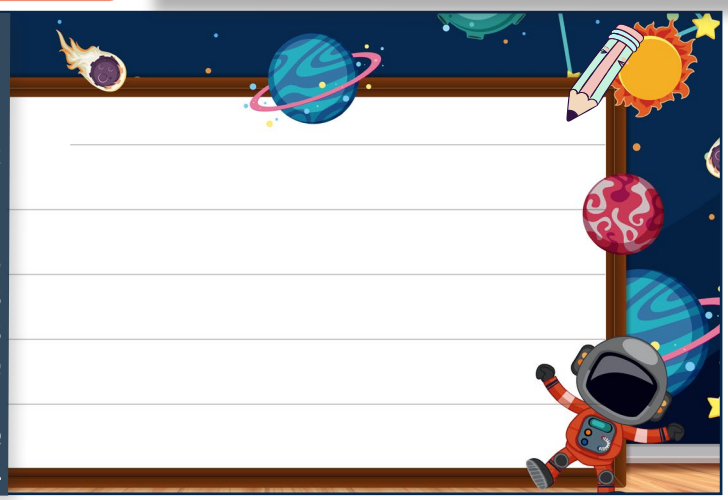
Robotics, 3D painting, drones, self-driving vehicles, flying cars, etc.

- What are these technologies used for?
- How do you think these technologies will transform everyday life?
- How might artificial intelligence (AI) and virtual reality (VR) influence education and entertainment?
- Will self-driving vehicles and flying cars be safe to use in the future?
- How do you think 3D printing, drones, and solar panels might change the way we work or the environment?

b **Look at the questions in 8a. Write about future technologies and inventions.**

Example:

Future Technologies and Inventions
In 2050, smart kitchens will transform cooking with AI home assistants that can predict needs and alert us when we're running low on ingredients. Self-driving vehicles and flying cars will make travel easier, while drones will deliver goods quickly. Solar panels will generate clean energy, helping the environment. Technologies like VR and AI will adapt to our needs and upgrade how we learn and enjoy entertainment.



c **Read your friend's writing. Are there any ideas similiar to yours? Give feedback to each other as a whole class.**

9 Time to Learn More

CLIL&Culture

a Look at the pictures in 9b and guess what it is about.

b Read the text quickly. Tick (✓) the recent developments in it.

Recent Developments In Space Exploration

Space has always fascinated humanity. Over years, space research has helped us understand the universe better. Recently, there have been important developments in space exploration.

1. Artemis 1: Journey to the Moon Begins

NASA's Artemis program aims to send humans to the Moon. The Artemis 1 rocket was launched in 2022. It is now predicted that humans will be back on the Moon by 2025.

2. James Webb Space Telescope: Exploring the Universe

The James Webb Space Telescope was launched in 2021. If scientists had not developed this telescope, we would not have been able to study the origin of the universe in such detail. It will help us study distant stars, galaxies, and unknown life on other planets.

3. Mars Exploration: Secrets of the Red Planet

In 2021, the Perseverance Rover landed on Mars. Experts predict that humans will build a colony on Mars in a few decades. If we continue research, we might live there in the future.

4. Space Tourism: A New Adventure

People are paying thousands of dollars to experience brief space journeys and view the Earth from orbit. This development will allow more people to travel to space in the future and could lead to the establishment of space hotels.

5. Türkiye's Space Program

Türkiye is advancing in space research. Alper GEZERAVCI, a key figure, has contributed greatly to these developments. The Turkish Space Agency plans to send a probe to the Moon and develop its own rocket.

Space exploration is advancing rapidly, and humanity is closer to new frontiers.






c Read the text again. Ask and answer questions about the developments in space.

Example:


What would have happened if there hadn't been recent developments in space?


If there hadn't been recent developments in space, we would have known less about the universe.

d Think about other space research. Talk about them. Work in pairs.

Example:

The Turkish Space Agency will ...



10 Time for a Story

Reading

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

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

A JOURNEY BEYOND THE STARS



Mr Demir : Today, we're going to talk about the future of space technology. Maybe one day you'll be the ones to explore new planets!

Daisy : I can't believe it! Space is so amazing! I've always wanted to go to another planet.

Ege : She's over the moon with happiness!

Pelin : I know. She's always dreaming about space.

Leo : I want to be an astronaut, too! Imagine floating in space, seeing the stars up close!



Ege : She's lost in space, feeling confused.

Pelin : She's probably on another planet right now while Mr Demir is still talking.

Daisy : Wow... what if I could fly to Mars? Or maybe even visit a galaxy, far away?

Leo : I'd go to the Moon first, then maybe travel to Jupiter. I can't imagine the other places out there.

Ege : There they go again, both lost in their space dreams.



Mr Demir : With new technology, the sky is the limit for the future of technology! Who knows what we'll discover in the future?

Daisy : I can't wait! I want to be part of that future. I want to go to space!

Leo : Yeah! Maybe we'll be the ones who make the first contact with aliens!

Pelin : I think you'll be the first to travel to another planet, Daisy!

Ege : I'm sure she will. The way she talks about space, she's destined for it.



Mr Demir : That's it for today's lesson. Remember, anything is possible if we keep dreaming big!

Daisy : One day, I'll make it happen. I'll be up there among the stars.

Leo : I'll be right behind you, Daisy! We can explore the stars together!

Ege : I'll be waiting for you to send me a postcard from Mars!

Pelin : And I'll be the first to read your book about your space adventures.

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

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

Time to Think



1. What is Mr Demir talking about in the classroom?
2. Where does Daisy want to go one day?
3. Why is Daisy so excited about space exploration?
4. What does Leo imagine doing in space?
5. How does Daisy feel when she talks about going to space?

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

Example:



What does Leo imagine doing in space?



He imagines...

e Suppose that you are on a space station. Talk about the technologies and inventions that you can use there. Work in pairs.

I will use ...



11 Time for a Project



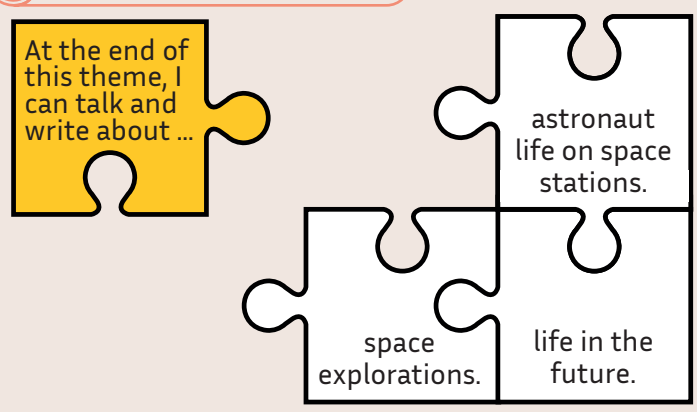
Imagine you are an inventor in 2050, and you design a product that will help people. The product could be a robot, 3D painting, drone, self-driving vehicle, flying car, etc.

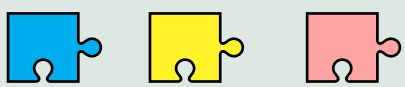
- Design the product and decide which technologies will be used to make it work.
- Explain what problem your product will solve and how it will benefit the society.
- Create a model that shows the physical features and functionality of your product.
- Present your product as a model.

12 Time to Check Your Progress



Colour the puzzle pieces.





Time to Practise

1 **Read the text. Complete it with the suitable words below. There is an extra one.**

life signs | telecommuting | aliens | interactive games | discovery

Discover the Future of Life in the Universe and Our Lifestyles!

Life in the Universe:
Imagine (1)__aliens__ or strange creatures living on other planets! In the future, we might discover life forms or (2)_____ in space. These mysterious discoveries could lead to building space colonies on distant worlds. If scientists find living things in space, it will change everything! We will continue to explore the unknown universe.

Future Lifestyles:
In the future, our homes will be smart! Smart homes will have artificial intelligence controlling everything. Wearable technology will make life easier, and we might live longer due to health advances. People will often work from home through (3)_____ and explore new worlds in virtual reality. Robots will help us in everyday life, and playing (4)_____ will be better than ever.
The future will be full of surprises, but one thing is clear. It will be flexible, digital, and exciting!

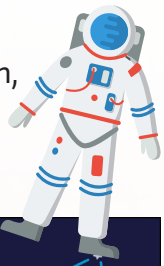
2 **Complete the table according to the text. Talk about them. Work in pairs.**

LIFE IN THE UNIVERSE	FUTURE LIFESTYLES
Aliens	

3 **Imagine you are an astronaut living on a space station. Write about your dream life in space. In your writing, describe:**



- The challenges and rewards of living in space.
- The technology you use daily (e.g. communication with Earth, monitoring health, or using robots).
- How you spend your free time on the space station.
- How life on the space station is different from life on Earth.



Dreaming of Living on a Space Station

One day, I will live on a space station. It will be very exciting! If I had learned more about space, I would have known how to move in zero gravity. I think it will be hard at first.

I will use special technology to talk to my family. I hope the technology works well.

I will see the Earth from space. If I hadn't dreamed of being an astronaut, I would never have had the chance to do this. I am very happy about my dream!

4 **Listen to the following sentence several times to practise the 'y' and 'z' sounds.**



"If the astronauts had analysed the zero-gravity zone more carefully, they might have avoided the system error yesterday."

Track 16.5

Revision 16

WARM-UP ACTIVITIES

THEME 9 - SCHOOL LIFE & EDUCATION

Find Someone Who :
Give each student a worksheet with different "Find someone who..." prompts. Students walk around the classroom and ask their classmates yes/no questions (e.g. Can you swim?). If a classmate answers "yes," they write that student's name next to the sentence. Each name can only be used once. The activity ends when most students complete their worksheets or after a set time.

THEME 10 - CLASSROOM LIFE & LEARNING

Stand Up, Sit Down :
The teacher reads some sentences aloud.
If the sentence is true for you, stand up.
If it is not true, stay seated.
Look around to see who is standing.
Listen carefully and have fun!

THEME 11 - PERSONAL LIFE & WELL-BEING

Simon Says :
The teacher (or a student) gives commands starting with "Simon says..."
Example: Simon says jump three times.→ You must do it.
If the command does not start with "Simon says", don't do it.
If you move when you shouldn't, you are out for that round.
Listen carefully and follow only the correct commands!

THEME 12 - FAMILY LIFE & HOME

Pick a Letter :
Choose a letter from the alphabet.
Think of one word for each category that starts with that letter.
Example categories: food, country, animal, job, colour
Work alone, in pairs, or in small groups.
When you finish, compare your answers with the class.
You get one point for each correct and unique word!

THEME 13 - LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE

Swat Game :
Put words or pictures on the board or wall.
Two students come to the front with a fly swatter (or a rolled-up paper).
The teacher says a word or shows a picture.
The students race to swat the correct word or picture first.
The student who hits the right answer wins a point.
Play several rounds and have fun!

THEME 14 - LIFE IN THE WORLD & CULTURE

Whisper Chain:
Students sit or stand in a line. The teacher whispers a sentence to the first student.
Each student whispers what they heard to the next student.
The last student says the sentence out loud.
Compare it with the original sentence and laugh at any funny mistakes!

THEME 15 - LIFE IN NATURE

Mystery Box:
Prepare a box with different objects inside.
One student feels inside the box without looking and describes the object using English.
Others guess what it is.
Switch turns with different students.

THEME 16 - LIFE IN THE UNIVERSE & FUTURE

Freeze Dance :
Play music and let students dance.
When the music stops, students freeze in place.
The teacher calls out a question or vocabulary word and students answer or act it out while frozen.
Repeat!

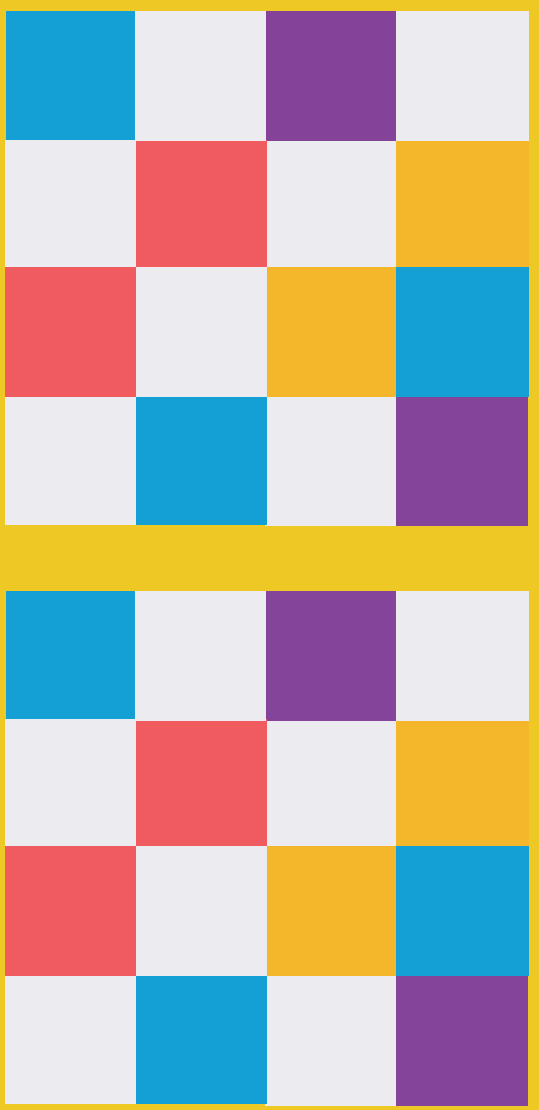
CUT-OUTS

Where do you eat some food?	Where do you use a technological device?	Where do you talk with the headmaster?	Where do you play and chat with your friends?
Where do you prepare for a sports activity?	Where do you join a swimming race?	Where do you go for advice?	Where do you play basketball?
Where do you present something?	Where do you say a prayer?	Where do you do sports?	Where do you hold the seminar?

ORDI & CARDI



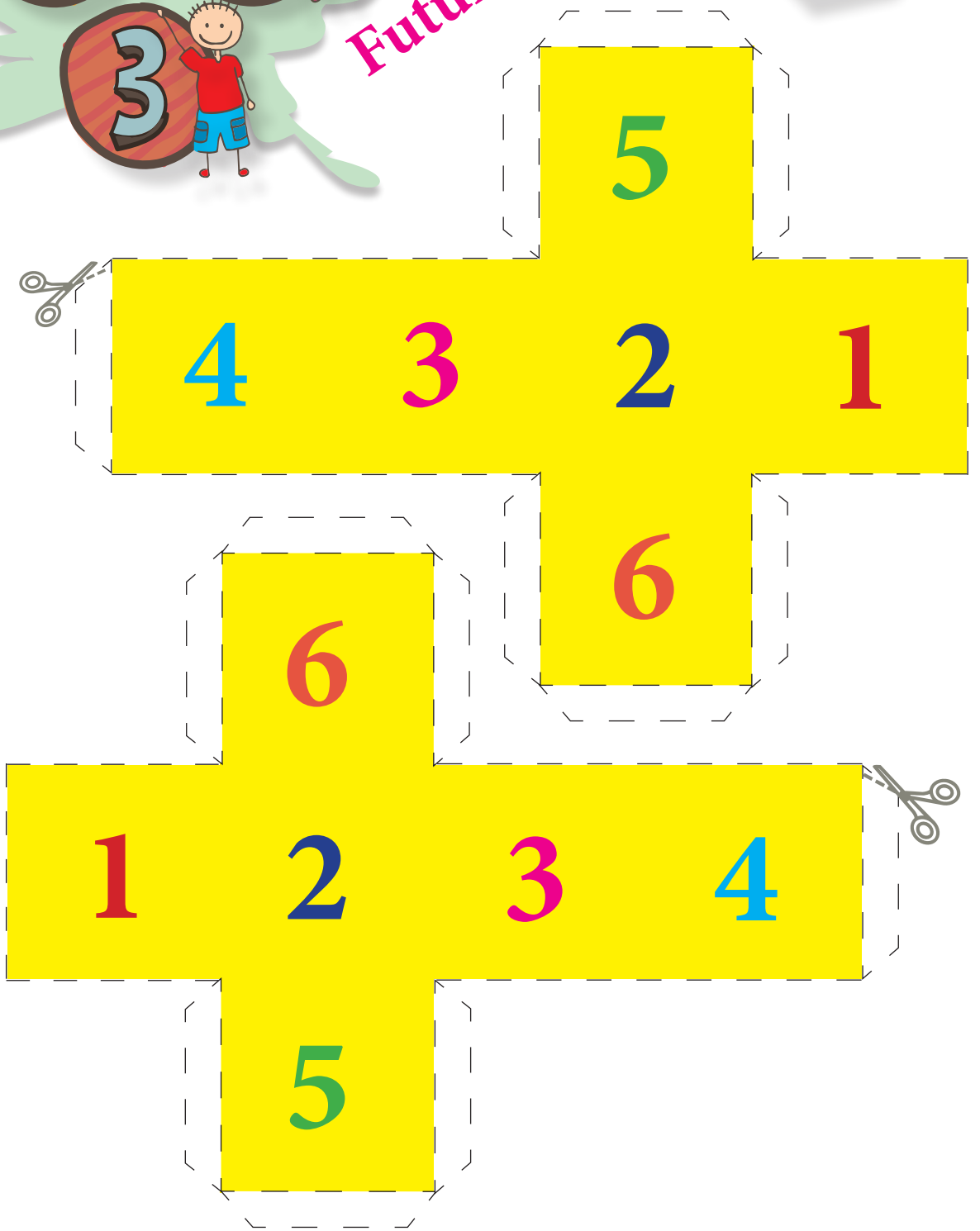






Future Steps





WORD CARD
London
Eiffel Tower
Olympics
Respect
Paris
Big Ben
World Cup
Teamwork
Tokyo
Colosseum
Tour de France
Rules

WORD CARD
Paris
Colosseum
Super Bowl
Fair Play
Ankara
Big Ben
World Cup
Respect
Tokyo
Eiffel Tower
Statue of Liberty
Rules

WORD CARD
Washington, D.C.
Teamwork
Big Ben
Friendship
Fair Play
Great Wall
Super Bowl
Respect
London
Statue of Liberty
World Cup
Rules

WORD CARD
Tokyo
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Eiffel Tower
Wimbledon
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WORD CARD
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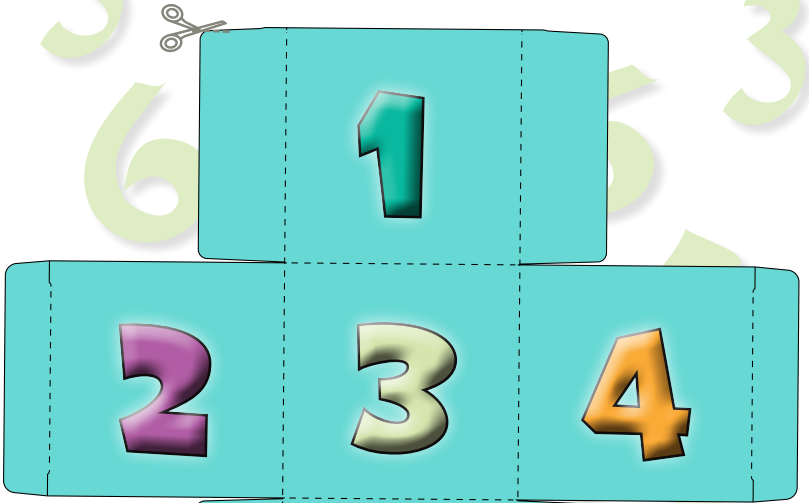
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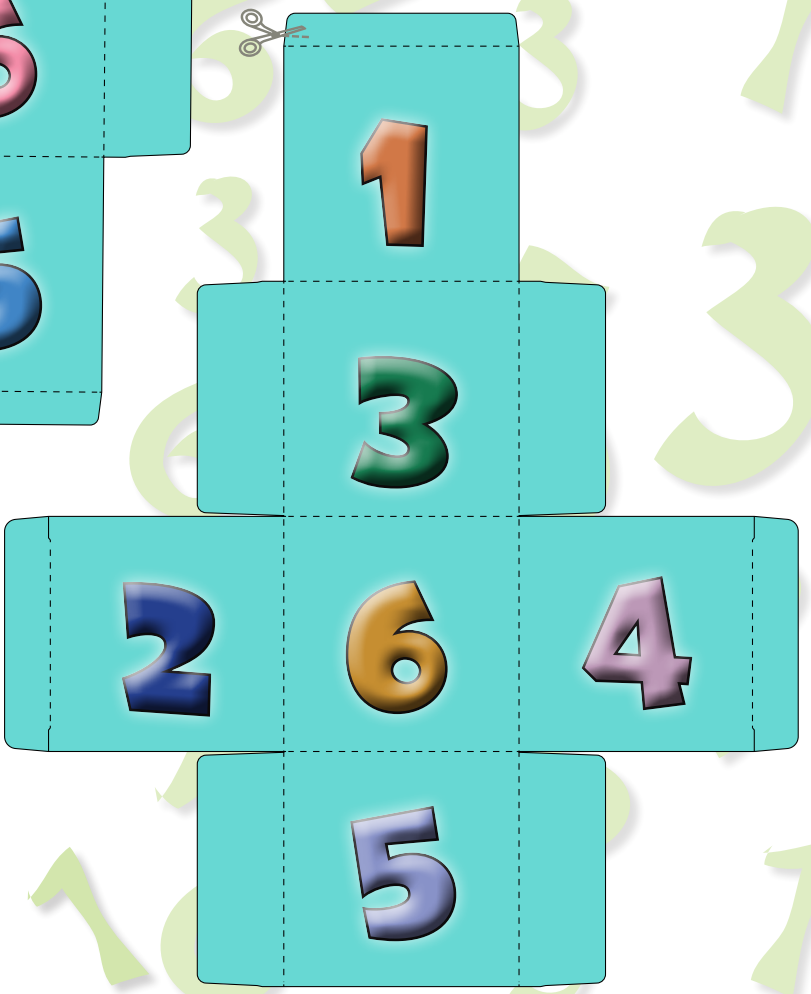
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Teamwork

LONDON
EIFFEL TOWER
OLYMPICS
RESPECT
PARİS
BIG BEN
WORLD CUP
TEAMWORK
TOKYO
COLOSSEUM

TOUR DE FRANCE
RULES
ANKARA
STATUE OF LIBERTY
WIMBLEDON
FAIR PLAY
WASHINGTON
GREAT WALL
SUPER BOWL
FRIENDSHIP


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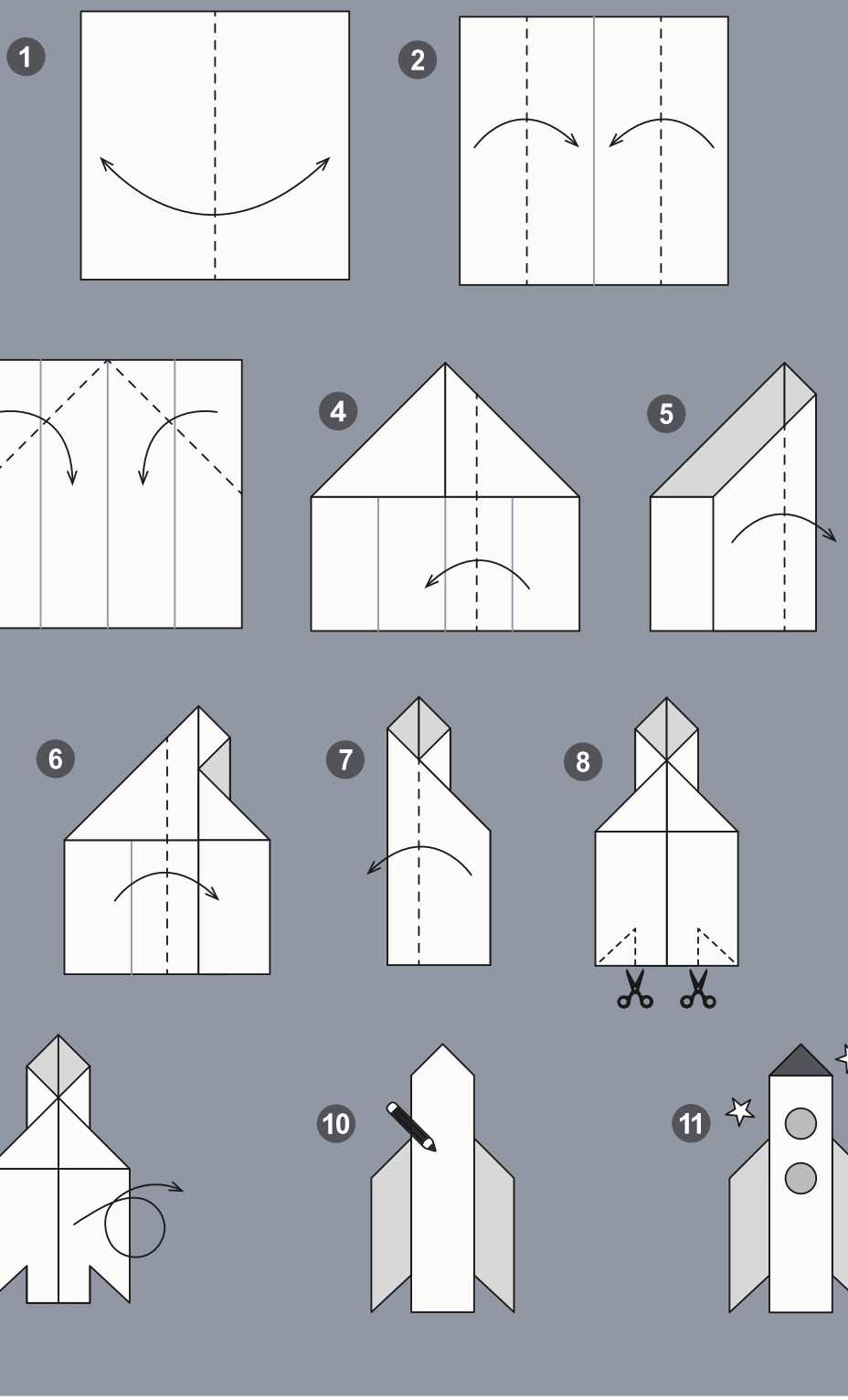

2


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4

Origami

ROCKET



DIGITAL STORIES / LISTENING TEXTS



THEME 9 **Digital Story**

SCHOOL LIFE & EDUCATION

Elsa: Hi guys! We should go to the counsellor's office to talk to Ms Cameron about the new changes at the new school. What do you think?

Ms Cameron: Good morning, everyone! Rise and shine, time for school fun!

Mark: We want to talk about school activities, extracurricular activities, educational programmes, and school clubs.

Ms Cameron: Let's get started. Elsa, have you ever heard about international schools?

Elsa: Yes, Ms Cameron. An international school has students from many countries. My cousin is in Year 10 at an international secondary school. It's also a boarding school. She is learning different languages there. They also have great facilities for learning, like special classrooms, libraries, and even a seminar room for important meetings.

Ms Cameron: That's right! In some international schools, students can earn a diploma. It helps them study abroad and graduate with international qualifications. What do you think about that, Mark?

Mark: It sounds cool, but I like our state lower secondary school. We have great teachers, fun activities, and excellent facilities. The tennis and basketball courts are awesome for sport. The teacher's room is also full of helpful advice. Our school prepares us well for college and even vocational school if we want to focus on more practical skills.

Ms Cameron: That's true. Let's talk about your favourite activities at school. What about you, Sezen?

Sezen: I love doing group work in the Science Club. There are a lot of projects and laboratory work. We also give presentations on our findings and have quizzes based on the experiments we've done. Our results are often shared with the whole class! I like the research we do in Social Studies, too.

Ms Cameron: That's wonderful! Hey Elsa! You have joined a school club, haven't you?

Elsa: Yes! I have joined the Debate Club. We've been talking about interesting topics there. We have lectures and group discussions in the conference room. In Religion and Morals, we also sometimes discuss values and how they relate to our daily lives. It helps us improve our speaking skills.

Ms Cameron: Good choice! It really helps with communication skills. Are you in any clubs, Mark?

Mark: Yes, I have been in the Coding Club. We have been learning to make simple apps at the technology lab. It's fun! Sometimes, we present our apps to the class, and feedback is given by our teacher. We also do some exams to assess what we've learned.

Ms Cameron: Amazing! What about you, Sezen?

Sezen: I'm in the Sculpture Club, of course. We are working on a model. Later, we'll do a small presentation to the class. I enjoy doing classwork. It has always been fun to show our work, hasn't it?

Ms Cameron: I think so. That sounds exciting! There are so many options for extracurricular activities. Do you want to join any other clubs, Elsa?

Elsa: Hmm, maybe the Chess Club. I want to learn to play chess.

Ms Cameron: That's a great idea. Chess improves thinking skills. What about sport? Which sports do you like, Mark?

Mark: I play football. I practise with my team at the gym every week. There is a big match next weekend. The match is being held in the courtyard of our school. It's great to have such a well-equipped sports area for gymnastics and other activities in a state school.

Ms Cameron: Good luck! What about you, Sezen?

Sezen: I like swimming. So, I go to the swimming pool every Friday. Our school sometimes organises swimming competitions.

Elsa: Ma'am. I practise martial arts. We had a tournament yesterday, and we won!

Ms Cameron: Congratulations! It's lovely to see you all so active. There are also different club posters in the cafeteria about new activities. You have seen them, haven't you?

Elsa: Yes, there is one about the Art Club. They're doing some painting exhibitions soon. I think it is really cool!

Ms Cameron: That's exciting! Do you think our school needs more clubs, Sezen?

Sezen: Definitely! A Spelling Bee Club, maybe. I'm interested in languages. If I continue my education at university, I'll take some language courses at a language school.

Mark: Hmm... A Volunteers Club would be great. We can help students at a special needs school once a week.

Ms Cameron: Perfect! I will share these with the teachers. By the way, if anyone wants to join a club, remember to register at the school office! We also have some amazing clubs like Maths, History, Literature, and Drama. You can explore those, too, if you're interested! Remember, learning is fun! If you need anything, feel free to stop by the headmaster's office or the counsellor's office. See you later!

All Students: See you, Ms Cameron!

Track 9.1 (Page 19)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story and notice the 'k' and 'l' sounds. Then practise saying them. Work in pairs.

· I like the research we do in social studies.
· I love doing group work in the science club.

Track 9.2 (Page 19)

Activity 2 - Time to Say

b. Listen and circle the 'k' and 'l' sounds.

· Mark wants to graduate from a good school and get a qualification for his future job.
· Our school has great facilities, like a library, a basketball court and a science lab.
· Susan will register for an educational programme with fun extracurricular activities.

Track 9.3 (Page 20)

Activity 3 - Time to Learn New Words

c. Listen and check your answers. Then repeat them as a whole class.

1-c) exhibition
2-a) gymnastic
3-d) drama club
4-h) sculpture club
5-f) art club
6-b) rugby

Track 9.4 (Page 30)

Time To Practise- Activity 3

a. Listen to the podcast. Who is the guest? What are they talking about?

In today's episode of School Sports Show, our host, Emma, talks to a special guest- Olivia Cartenper, a professional tennis player! Olivia shares her experience, training routine, and advice for young athletes. Let's listen to their conversation!

Emma (a student): Hello, everyone! Welcome to the School Sports Show! Today, we have a special guest, Olivia Cartenper, a professional tennis player. Welcome, Olivia!

Olivia (athlete): Thank you, Emma! I am happy to be here.

Emma: Our school has many Sports Clubs. Many competitions are organised. We play football, basketball, volleyball, swimming, tennis, and martial arts. I play tennis at school. Do you like tennis?

Olivia: Yes, I love tennis! I play every day, and I train very hard.

Emma: How often do you train?
Olivia: I train in the morning and the afternoon. I also go to the gym.
Emma: That sounds great! What do you like most about tennis?
Olivia: I like the speed of the game. I hit the ball, I run fast, and I focus on every point.
Emma: Tennis is fun! I also play badminton. Does badminton help with tennis?
Olivia: Yes! Badminton helps with speed and movement. Different sports are practised at school.
Emma: What advice do you have for students who play sports?
Olivia: My training is planned by my coach. Sports make you strong and happy!
Emma: Thank you, Olivia! That's all for today. See you next time at the School Sports Show!

THEME 10 **Digital Story**

CLASSROOM LIFE & LEARNING

Teacher: Welcome, kids! You have an entertaining assignment. I want everyone to participate in it. We are going to play a digital game. It is called "Adventure Numbers". You will search for hidden clues and solve the puzzles about cardinal and ordinal numbers. Are you ready?
Students: Yes!
Teacher: First, you will switch on your laptops or PCs. Make sure you're connected to the internet. Next,access the website that you see on the smart board. Then, you will sign in to your user accounts. After that, you can click on the button you see on the screen that is labelled "Adventure Numbers", then the file will be downloaded. In this file, you will see two texts. You can also sign up for these kinds of games if you want to play at home later.
Dustin: Ma'am, there's a problem with my PC. I can't receive a signal or connect to the server. Can we solve this problem?
Teacher: Of course, my dear. Try switching the PC off, restarting it, and reconnecting to the internet.
Dustin: Thank you Ma'am.
Teacher: Once everyone is ready, you will open the file. The first mission is to find the fiftieth word in "Text_1". Let the scavenger hunt begin! Make sure you inform me when you find the word.
Kate: It says "brainstorming"!
Dustin: You nailed it! High five!
Kate: Yay! I got it right!
Teaacher: For your second task, you are searching for a sentence in Text 2 including both a cardinal and an ordinal number. You can take notes when you find them. There won't be any question - answer session for this one, work individually, not with pair work, ok? Right, off you go!
Oscar: I think I've found it, Ma'am. I will share it?
Teacher: Sure!
Oscar: It says, "There are five hundred words on the first page of the storybook".
Teacher: Well done, Oscar! Your final mission is to define cardinal and ordinal numbers as a group task. One person from each group records a video by using a webcam to explain the difference between cardinal and ordinal numbers. Then you can upload your presentation to your computer.
Ellie: What are the steps?
Teacher: First, form a group of four. Define the differences between cardinal numbers, for example, one, two, three, four, five and ordinal numbers, first, second, third, fourth and so on. Next, compare and analyse your notes together. Then, summarise your findings. Make sure one of the group members records the full presentation.
Dustin: That sounds a bit difficult Ma'am.
Teacher: Work smarter, not harder!
Sally: I think our video is ready. We're going to print our notes as well, aren't we?
Teacher: Yes, when you complete your video, you will print your notes to include them in your presentation. Make sure the printer is connected!
Oscar: I really loved this game. It was so

much fun. Are we gonna play it again?
Teacher: Absolutely! For now, sign out, switch off your devices, and get ready for the presentations! Don't forget to discuss the game during break time.

Track 10.1 (Page 35)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story and notice the 'm' and 'n' sounds. Then practise saying them. Work in pairs.

- Ma'am, can you make sure we have all the necessary materials for the task tomorrow?
- Once you manage the number of participants, you can notify them about the next step.

Track 10.2 (Page 35)

Activity 2 - Time to Say

b. Listen and circle the 'm' and 'n' sounds.
Our final task is to define cardinal and ordinal numbers as a group work. One of the group members will use the webcam.

Track 10.3 (Page 36)

Activity - Time to Learn New Words

c. Listen and check your answers. Then repeat them as a whole class.

1- f) a webcam
2-b) a printer
3-a) a laptop
4-e) a website
5-d) a screen
6-c) a server

Track 10.4 (Page 38)

Activity 5 - Time to Keep in Mind

a. Listen to the text and complete the blanks. Ask and answer questions about the project.

Good morning, class! For our next project, you are going to do role-play in pairs or small groups. You are going to act out a real life scenario. First, we are brainstorming ideas together on Monday. After that, we'll divide the tasks. Emily will write the script, and Tom will gather the props. You'll practise your parts during the week, and the performance will be on Friday, won't it?

Track 10.5 (Page 46)

Time To Practise

4. Listen and repeat the following tongue twister several times to practise the 'm' and 'n' sounds.

- Modern machines make many mini microchips in minutes.

THEME 11 **Digital Story**

PERSONAL LIFE & WELL BEING

Jane: Hey Zeynep, how are you feeling today? Your face looks pale.

Zeynep: I felt sick yesterday, it was one of the worst days of my life. I had a terrible stomach ache and I vomited three times. I had a pain in my shoulders and neck, and I felt dizzy, so I went to hospital to get some medical help, in the emergency room, just like the other patients, to try and find out what was causing the pain. They took my blood for tests and I was checked if I had an allergic reaction to something. They also tested me if I had COVID. The doctor gave me a painkiller and some vitamins. Honestly, all I wanted to do was to lie down and sleep all day.

Jane: I don't think it's COVID with that, every part of your body aches: your arms, legs, knees, feet, even your ankles. Were you able to take deep breaths when you felt dizzy? That can sometimes help.

Zeynep: I've got a sore throat, backache, and even an earache. I can't even stick out my tongue without it hurting and my jaw aches too. I think I've got the flu. I've started coughing a bit as well. I tried to

breathe deeply, but in every deep breath, my chest was hurting. And today, I've got even worse headache and I'm pressing my forehead with my hands.

Jane: I feel empathy for you. It must be hard. But you've been affected by worse and shown great resilience by dealing with those illnesses, Zeynep. Maybe another painkiller should be taken now.

Zeynep: I already did, but it didn't help. Thanks, Jake. I guess I should just focus on getting better, but it's hard. Lately, I've been so caught up with work that I completely neglected self-care.

Jane: That's totally understandable, but you know, sometimes you should put yourself first. Have you thought about trying some mindfulness exercises? It could help you relax and feel better.

Zeynep: Yeah, you're right, I used to be interested in mindfulness. You know I was working so hard, and I didn't have time for it anymore. I was actually thinking about it this morning because it used to bring me happiness. I should start practising again immediately.

Jane: Maybe a little social connection could help, too. Being with people like you is important and can make you happier. And maybe a digital detox would be good, too. I noticed you got stuck with your phone a lot lately.

Zeynep: You're right. I used to spend more time with my friends. I've definitely been on my phone too much lately. It probably made me get worse. Maybe I need to explore better ways to disconnect more. I haven't even realised it.

Jane: You should take breaks from all that digital noise and try to stay active and keep fit by doing some exercises. It might not make you feel better immediately, but it can help over time.

Zeynep: I was thinking about working out more, but I felt so tired. It's hard to get into a routine when my body feels so weak.

Jane: It's okay. Don't be too hard on yourself. Just start with small things like a short walk outside or a bit of stretching.

Zeynep: That sounds like a good idea. I could definitely try that. I need to be kinder to myself and stop pushing so hard.

Jane: Exactly. You're one of the most creative and courageous people I know, Zeynep. You'll get through this.

Zeynep: Thanks, Jane. I really appreciate your kindness.

Jane: Don't worry about anything else. Your health comes first. You know I'm always here to support you.

Track 11.1 (Page 51)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story and notice the 'o' and 'p' sounds. Then practise saying them in pairs.

- I had a pain in my shoulders and neck.
- I went to hospital to get some medical help.

Track 11.2 (Page 51)

Activity 2 - Time to Say

b. Listen and circle the 'o' and 'p' sounds.

- You must be sick because you look very pale.
- His temperature was higher than yesterday.
- People used to drink more herbal tea for colds.
- I had the flu, so I couldn't go to school.

Track 11.3 (Page 52)

Activity 3 - Time to Learn New Words

c. Listen and check your answers. Then repeat them as a whole class.

1-a) a forehead
2-f) an ankle
3-c) a shoulder
4-b) a neck
5-g) a stomach
6-e) a knee
7-d) a chest

Track 11.4 (Page 54)

Activity 5 - Time to Keep in Mind

a. Listen to Dr Kaplan's advice and fill in the sentences with his suggestions. Ask and answer questions about the suggestions for headache in pairs.

If you have frequent headaches, you should drink more water and get enough sleep, around 7–8 hours a night. Too much screen time can make things worse, so you should take breaks from your phone and computer. Eating healthy food and avoiding too much sugar and fast food also help. Fast food is less healthy than homemade meals. Regular exercise, like walking or stretching, is more helpful than you think. When you have a headache, you should rest in a dark and quiet place. When I was a student, I used to get headaches after long exams. I spent too much time under bright lights and didn't drink enough water. I used to think it was normal, but now I know I should have taken better care of myself. Last night at 10 p.m., I was lying down because of a bad headache. It felt like the worst one I'd had in weeks. If your headaches continue, you must check your eyes, and you may also need glasses. You must not ignore frequent headaches; they can be serious. You can't expect to feel better without healthy habits. Even small changes can help. In the end, your health is the most valuable thing you have.

Track 11.5 (Page 62)

Time To Practise

5. Listen to the statements and underline each 'o' and 'p' sound.

EXAMPLE:

The doctor told the patient to rest his back.

1. My parents told me to rest because I had the flu.
2. The doctor examined the patient's back carefully.
3. He had a bad cough, so he went to the hospital.
4. Diabetes is a disease that people should take seriously.

THEME 12 **Digital Story**

FAMILY LIFE & HOME

Mrs Larson: Alright, everyone, Sheldon will graduate from the Turkish Language and Literature Department in Türkiye, we should celebrate this. Our weekend plans are ready! Sheldon's graduation is just around the corner. So, we want to make this weekend special. We'll have two full days to motivate you for the final stretch.

Mr Larson: Exactly, dear. You've been working so hard to develop yourself in Türkiye. We want to spend time with you and we hope you'll be motivated for the final exams before graduation.

Sheldon: I'm so excited! I'll graduate next month. I can't believe it. Thanks for organising this weekend.

Sister Karen: You'll have gone by Monday, won't you?

Sheldon: Yes, honey. I'll fly to Türkiye on Monday. Can you explain your plans?

Mum: Well, we are going to do something relaxing and fun tomorrow. We'll spend the day in our big garden for a family picnic and enjoy some outdoor activities. We should also play a team game that helps us communicate and cooperate better.

Sister Karen: In the morning, dad and grandpa will be riding their bikes to the market to do shopping for extra picnic supplies.

Mr Larson: I could write a list before we leave.

Mrs Larson: Don't forget the food. We need plenty of them.

Sister Karen: Mum and grandma will be cooking in the kitchen. Auntie Barbara will be setting up the picnic tables and arranging the seating in the garden.

Sheldon: Oh, cool. I'll try to help her. What about you, Karen?

Sister Karen: I won't have much to do. I'll be playing video games with cousin Sarah in my room. Maybe we can draw pictures, and Emily can join us.

Auntie Barbara: That sounds lovely! You

could also give Sarah a puzzle to solve while you draw. She's mad about puzzles!

Grandma: You are so sweet, Karen. By the time Barbara and Sheldon set the table, dad and grandpa will have grilled all the food. When the barbecue is ready, we will all sit down for a lovely meal. I can teach you how to create a recipe book with our picnic meals. If you like, we can design a nice cover for the recipe book together.

Sheldon: Yummy! I'm really looking forward to that meal.

Sister Karen: Hey Dad, you'll have prepared some fun activities for us, won't you?

Mr Larson: Of course, I will. A dance competition will be held among us. We can also do a quiz on music and films before the competition starts! Sheldon, you are good at playing the guitar. Will you perform for us?

Sheldon: Why not? That's good idea. I can even sing a few songs if you want! And maybe, we can act out a short funny play for everyone.

Mrs Larson: After the picnic, a small hut is going to be built, the garden will be cleaned up by all of us. And then we'll get things ready for Sunday's beach trip by the evening. It's going to be a joyful day.

Sheldon: The day in the garden will be great, I guess. Have you decided what we'll do at the beach?

Mr Larson: The programme is almost done! We're going to set off at 6 a.m.

Sheldon: At 6 a.m.? Are you serious?

Mr Larson: Haha! I'm just kidding, son. But we will manage our time wisely. We'll have gone to the beach by 8 o'clock. Let's take our bikes and cycle around the park before that.

Sister Karen: Will Emily come with us?

Mrs Larson: No, sweetheart. Our neighbour Linda is going to be looking after all day.

Grandpa: Sunday at the beach will be perfect! We will drive to the seaside and enjoy a full day of sports activities.

Sister Karen: Yuppie! Shall we camp at night?

Mrs Larson: No, dear. You know, Sheldon will be flying the next day. So, he'll be packing his things in the evening.

Sister Karen: OK then. I'll swim in the sea and collect some seashells.I'll also try to count how many colourful fish I find underwater.

Sheldon: You'll surf with me, won't you?

Sister Karen: Definitely, but you're much better than I am.

Sheldon: Don't worry. I couldn't surf at your age either. You'll be a great surfer when you grow up. You're a quick learner and you're improving so well. And maybe next winter we can go skiing and snowboarding together in the mountains!

Sister Karen: Thanks, Sheldon.

Grandpa: Who wants to sail with me and catch fish? Will you join me, dear?

Grandma: Sorry, I can't make it. I will listen to music and read my book by the sea.

Grandpa: Oh, come on. Don't be a fuss! What about you, Barbara?

Auntie Barbara: I am in! Could you watch Sarah while we're sailing, sis?

Mrs Larson: Of course. She will be building sandcastles, won't she? I'll be reading my magazine beside her.

Sister Karen: Don't forget to take our photos, Mum!

Mrs Larson: Will it ever happen? I will even film you surfing! Then we can organise a family film night to watch all the fun.

Sister Karen: You're my number one!

Mrs Larson: Haha! I know, I know.

Sheldon: Oh, you're so nice. I'm very lucky to be a member of this lovely family. I'll have a great weekend before I leave. Maybe next summer, we can rent a little cottage by the lake and stay there together in Türkiye.

Sister Karen: We'll miss you so much.

Track 12.1 (Page 67)

Activity 2 - Time to Say

a.Listen to the utterances from the digital story and notice the 'q' and 'r' sounds. Then practise saying them. Work in pairs.

You're a quick learner and you're improving very well.

Track 12.2 (Page 67)

Activity 2 - Time to Say

b. Listen and circle the 'q' and 'r' sounds.

- Taking quiet walks in the park is a relaxing hobby for many people.
- My uncle loves playing the guitar and watching quiz shows on TV.

Track 12.3 (Page 68)

Activity 3 - Time to Learn New Words

c. Listen and check your answers. Then repeat them as a whole class.

1-j) to fly
2-b) to camp
3-d) to babysit
4-h) to surf
5-c) to catch
6-i) to sail
7-g) to climb
8-a) to collect
9-f) to grill
10-e) to film

Track 12.4 (Page 70)

Activity 5 - Time to Keep in Mind

a. Listen to the text and complete the blanks. Ask and answer questions about your plans for next weekend. Work in pairs.

Next weekend, a picnic is going to be organised in the park. A bicycle will be ridden by my father, while photographs of nature will be taken. By the evening, a dance performance will have been being performed for hours at a festival. A summer trip will have been planned before June.

If supplies are needed, shopping will be done later today. Yes, we will decide suddenly! In August, a holiday to the seaside will be taken by us. Beautiful landscapes will be photographed there. If the weather is nice, camping in the mountains will be decided on suddenly and will be gone with excitement.

We love spending time together!

Track 12.5 (Page 78)

Time To Practise

5. Listen to the following tongue twisters aloud several times to practise the 'q' and 'r' sounds.

- Quick Rick quickly runs around the quiet house, fixing the room and reading a recipe.
- Quick Quinn quickly cleans the quiet kitchen while Rachel reads recipes.

THEME 13 **Digital Story**

LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE

Travel Agent: Welcome to our travel agency!

Ryan: Hi, good morning. We want to go on a cultural trip next month. We haven't decided on the city yet. We want entertainment and a chance to learn about new cultures.

Travel Agent: Please have a seat.

Lucy: Yeah, which foreign country do you recommend?

Travel Agent: Hım.. Are you interested in a sightseeing tour of historical places?

Summer: Yes. We'd love to see ancient sites. We'll be very happy if we visit tourist attractions.

Ryan: Right. We're planning to explore a city full of historic landmarks.

Travel Agent: OK. What kind of activities are you looking for during your trip?

Summer: Hımm... We're hoping to see iconic museums, fountains, statues, palaces, and castles.

Ryan: Don't forget the towers and bridges! I'd love to see those too. If only we had more time, we could visit countryside villages.

Lucy: I'd really like to visit an exhibition at an art gallery. If we had enough time, we could also go to a local theatre or a cinema.

Travel Agent: You seem to admire visual arts. How do you feel about street food festivals? If you attend one of those fairs, you'll get to explore international cuisine.

Ryan: That sounds amazing! I'd love to try

traditional dishes like kebab, tacos, curry and couscous. It would be great to taste different flavours: hot, sweet and sour, in different dishes.

Summer: Me too. I want to try famous Turkish kebab and mantı. I also want to try special dishes made with salmon, beef, and tuna at a nice restaurant. Oh, and also falafel and different special soup.

Lucy: I enjoy eating stews and burgers. I also want to try noodles. So, yes, I'd definitely want to go to a food festival like that. I'd love to freeze the meals and take them home.

Travel Agent: Italy has an amazing food festival with local dishes (specialities) like pasta, pizza, and even desserts made with pineapple and coconut. And also Türkiye is famous with local dishes.

Ryan: That sounds delicious because we live in England and always eat English food, we want to try different dishes! I'm curious to see how local ingredients affect the taste.

Travel Agent: Then, how about going to Italy or Türkiye? If you go these countries, you can experience this delightful festival. It's is definitely worth seeing.

Lucy: Why not? We can go to Italy this year and then next year we can go to Türkiye. But there is one thing. Public transport is very important. We're also hoping to get around the city easily. Are there any underground trains, trams, ferries, or coaches?

Travel Agent: Absolutely, you'll have plenty of transport options. If you take the bus or train at the station, you'll easily get to the city centre. I can also suggest you renting bikes. If you rent a bike, you can get around the city effortlessly. It's a great way to explore peaceful and fascinating destinations. If you want, you can explore the city on foot. If you follow signposts carefully, you won't get lost. They will direct you to your destination. Or, you could hire a car.

Summer: I think cycling would be great fun! We'd better get a city map and a guidebook.

Travel Agent: Yes, if you follow the map, you won't miss any important landmarks.

Ryan: Shall we also download a navigation app to make our journey easier?

Travel Agent: Of course.

Summer: We definitely want to see the Grand Canal if we go to Venice. Do you know how to get there?

Travel Agent: Sure! You can take a water bus. If you head there at sunset, you'll get a romantic view of the city. The highlight of your trip to Venice will be seeing the Grand Canal.

Ryan: Wow, that sounds amazing. What about accommodation?

Travel Agent: You can stay at a hotel and book single rooms.

Summer: Shall we hear more affordable options?

Travel Agent: Sure. Would you mind staying in a guesthouse with double rooms?

Summer: That's fine with us.

Lucy: Do we need to book in advance?

Travel Agent: Yes, it's necessary. You can also book your flight tickets online or buy them directly at the airport.

Lucy: We'd prefer to buy them at the airport. What do we need to do before boarding?

Travel Agent: When you arrive at the airport on time, you'll need to go to the check-in desk first. Make sure you have your ticket, passport, and identity card (ID) with you, as you'll need them at the entrance. After checking in, go to the gate. The airport staff will guide you. They'll also help to transport your luggage before departure, and you can visit the duty-free shop or exchange money before boarding.

Summer: Sounds simple enough.

Ryan: Is there anything else we should worry about?

Travel Agent: Nothing at all. Just listen carefully for the announcements at the airport.

Lucy: I can't wait! Thank you so much for your help. I wish today were the departure day!

Travel Agent: You're very welcome! Have a wonderful holiday, and don't forget to enjoy every moment!

Track 13.1 (Page 83)

Activity 2 - Time to Say

a.Listen to the utterances from the digital story and notice the 's' and 't' sounds. Then practise saying them. Work in pairs.

- What kind of activities are you looking for during your trip?
- We are hoping to see some iconic museums, palaces, and sand castles.

Track 13.2 (Page 83)

Activity 2 - Time to Say

b. Listen and circle the 's' and 't' sounds.

- She hopes to taste couscous.
- We need to finish our meal with a dessert.
- They plan to enjoy eating international food during their trip.
- He enjoys tasting different types of desserts after dinner.
- The chef suggests trying the omelette with coconut and couscous.

Track 13.3 (Page 84)

Activity 3 - Time to Learn New Words

c. Listen and check your answers. Then repeat them as a whole class.

1-e) noodles
2-k) pasta
3-i) burger
4-g) dessert
5-d) kebab
6-c) stew
7-h) tacos
8-f) soup
9-b) falafel
10-j) curry

Track 13.4 (Page 94)

Time To Practise

4. Listen to the following proverbs aloud several times to practise the 's' and 't' sounds.

- Success is the sum of small efforts, repeated day in and day out.
- Strike while the iron is hot.

THEME 14 **Digital Story**

LIFE IN THE WORLD & CULTURE

Anthony: Welcome to my home, mates.

Noah: Thanks, Anthony! We need to finish our Social Studies project today. Our teacher said that we didn't have much time.

Anthony: You're right. We ought to start as soon as possible. Let's get going.

Emma: You know, our topic is the capital cities and sports events held in them. Which country shall we start with?

Noah: The United Kingdom. Do you know the capital of the UK (United Kingdom)?

Emma: Yes! It's London. The city has very interesting places like Buckingham Palace, which the prince and princess sometimes visit. The scenery there is amazing, especially in the city centre. You can also find some luxury shops in the neighbourhood! There's also a lot of history as well. The streets in the eastern part of the city are quiet and peaceful.

Anthony: Yes, Emma. Let me add a bit more. London is a powerful city with a rich history. It's located in the southern part of the United Kingdom, and it is close to the border between England and Wales. London also has a huge population and is a major, social and cultural hub. You mustn't miss the landmarks. Do you know any famous sports events in London?

Noah: Sure. The Wimbledon Tennis Championships take place in London every summer.

Emma: Oh, yeah! What about their football culture?

Noah: Wembley Stadium in London is very famous. Many important matches are played there. The stadium is decorated with the flags of different countries during competitions. It's a place where footballers and goalkeepers face the challenge of competing at the highest level.

Emma: That's so exciting. Now, shall we look at Türkiye?

Anthony: Sure! Ankara is the capital city of Türkiye. It is located in the central part of the country. Atatürk, the great leader of the Republic, is commemorated here. Ankara has impressive landmarks like the Atatürk Mausoleum. You must also see the private museums. There are also indoor and outdoor sports facilities available for everyone to enjoy.

Noah: That's right. Ankara hosts Ankara International Athletics Competitions. This event attracts elite athletes, Olympic medalists, world champions, and talented competitors from Türkiye and other countries. Now, let's move on to France.

Anthony: Paris! It is the capital of France. It has the famous Eiffel Tower and special art exhibitions. Paris is also known for its charming streets, amazing architecture, sculptures, and statues. Museums are full of artworks and picture frames. There are many skyscrapers in the western part of the city, too! Paris is known for its rich collection of public sculptures.

Emma: Fantastic! The city is very competitive in sports, too. Have you ever heard of the Tour de Paris?

Noah: Sure! It offers professional and recreational cyclists the opportunity to race through one of the world's favourite cities. Riders compete along a long track that circles the city.

Anthony: So cool! Now, it's China's turn, any ideas?

Emma: Beijing is the capital city of China. The Great Wall is nearby. The scenery around it is unique and original! When you go there, you needn't worry about the crowds.

Noah: What about sports events? Are there any held in Beijing?

Emma: Beijing has hosted several stages of the FIBA Basketball World Cup. Basketball is one of the most popular sports in Beijing. To host such international events, Beijing has built modern sports venues.

Anthony: OK. We mustn't forget about India. New Delhi is the capital city of India and has a strong sporting culture, especially in cricket. Cricket is more than just a sport in India. It's a passion for cricketers and fans alike.

Emma: That's lovely! It's Japan's turn here. Do you know the capital?

Noah: Tokyo is the capital of Japan. It's a modern city with busy shopping centres. It's a popular place for people who love technology. You'll often see long queues of people waiting to enter the famous shops in big shopping centres.

Emma: Excellent! Tokyo is a also major hub for international competitions and has hosted many over the years. Have you ever watched the Olympic Games?

Anthony: Yes, I have. Athletes from different countries take part in many sports events like gymnastics and athletics. My dad states that you must watch the opening ceremony at least once in your life!

Noah: That's right! The Olympic Games are amazing. To join the Olympic Games, athletes have to pass special qualifications. It's not easy, but it's a great honour. I hope we will be professional athletes one day.

Emma: In the swimming events, I saw a diver jump from the board with perfect form. It looked difficult, but so beautiful.

Emma: Last summer, I tried sailing a small boat at camp. A friendly sailor helped me to control the wind. It was such fun! I also love swimming. I mustn't stop training. I wish I could join an international competition one day. Our swimming instructor says it would be a great opportunity to compete for a prize!

Noah: I play basketball at school. Our team practises on the court every week. Our coach said that basketball was very competitive, and it required a lot of teamwork to win the game. And a captain needs to lead the team with energy and motivation.

Anthony: Remember, whether we're talking about capital cities or sports events, it's all about learning, growing, and having fun together. Let's keep exploring the cities.

Emma: Come on! We must mail our project to the teacher. Quick now!

DIGITAL STORIES / LISTENING TEXTS

Track 14.1 (Page 99)

Activity 2 - Time to Say

a.Listen to the utterances from the digital story and notice the 'u' and 'v' sounds. Then practise saying them. Work in pairs.

- Have you ever heard of Tour de Paris?
- Beijing has built modern sports venues.
- You must also see the private museums.

Track 14.2 (Page 99)

Activity 2 - Time to Say

b. Listen and circle the 'u' and 'v' sounds.

- You can visit the Colosseum when you are in Rome.
- The Roman Forum in Rome is a valuable historical site.
- New York is a very popular city in the United States.
- You can visit famous museums like the Pergamon Museum in Berlin.
- Madrid is known for its cultural events and unique festivals.

Track 14.3 (Page 100)

Activity 3 - Time to Learn New Words

c. Listen and check your answers. Then repeat them as a whole class.

1-e) New Delhi
2-c) Ankara
3-f) Beijing
4-a) Tokyo
5-d) London
6-b) Paris

Track 14.4 (Page 102)

Activity 5 - Time to Keep in Mind

b. Listen to the text and complete the blanks. Ask and answer questions about the capital of Italy. Work in pairs.

Rome is the capital of Italy. If you visit Rome, you must see the Colosseum. You ought to visit Vatican City because it is an important place for history and culture. Tourists need to have a ticket to enter the Colosseum, but they needn't pay to visit some public squares. Last year, I needed a guidebook to learn more about the city.

Track 14.5 (Page 110)

Time To Practise

4. Listen to the statements and underline each 'u' and 'v' sound.

EXAMPLE: We visited the studio to record a new video for our class project.
1. We joined a new course to learn about volcanoes and geography.
2. The climber must reach the top to see the view.
3. In the eastern part of the island, the surfer found perfect waves to surf.
4. The changing room was enormous, with various lockers for each player.
5. The sports club offers a variety of activities for all ages.

THEME 15 **Digital Story**

LIFE IN NATURE

Kyle: Fred! The documentary we are watching has made me think a lot. I've been thinking about our planet lately. I have noticed that all kinds of pollution have been affecting the environment. What do you think?

Fred: Yeah, I've noticed that too. And... I think we should keep watching.

Reporter (on TV): Today's special report is on environmental problems and how they affect our lives. Let's hear more from Dr Linda, an environmental scientist. Dr Linda, thank you for joining us. Can you tell us about the biggest challenges our planet is facing?

Dr Linda (on TV): Of course. Pollution is one of the major problems. The air,

the water... it's getting worse every year. I miss the days when we could walk in the sunshine and breathe clean air. Sometimes I dream of walking through a clean, green valley, far away from all the pollution.

Reporter: That sounds serious. What causes all this pollution? Just last week, I read an article. It explained that pollution had been increasing over the past few decades.

Dr Linda: I think it's partly due to non-renewable resources like coal, oil, petrol, and natural gas. We had been using these natural sources of energy until we realised that we were paying the price.

Reporter: Exactly. I had read somewhere that the energy crisis was getting worse, especially because of rising demand caused by overpopulation and urbanisation. Our growing cities are consuming and that is making the problem worse.

Dr Linda: I agree. And with all the urbanisation, there's more deforestation. Forests, rainforests, grasslands, woodlands, and jungles have been cut down to make way for farmland and cities. The loss of trees is having a serious effect on biodiversity. Animals like tigers, Asian elephants, and even pandas are losing their habitats. So many animals are forced to hide because their natural habitats have been destroyed.

Reporter: I'm so sorry to hear that. Even in Antarctica, animals like penguins are struggling to survive due to melting ice and pollution. I had been reading about how deforestation had reached alarming levels in the Amazon rainforest. It seems like no one is really taking action. The loss of biodiversity affects food sources and plant life for many species, including us. If we don't protect nature, it could cause famine and poverty in the future. I also read that polluted water can easily spread disease, especially in poor areas without access to clean drinking water.

Dr Linda: It's true, a lot of animals living in the ocean, like whales, dolphins, and sea turtles, are endangered because of overf ishing and sea pollution. And besides, sea turtles are often hunted by humans for their shells, which is very sad. And I think it's getting worse because we're not focusing enough on renewable resources. Have you ever heard of wind energy or geothermal energy? They're much cleaner alternatives to coal, oil, and petrol, and they could help reduce global warming and climate change if we used them more. Also, if we had more waterfalls in cities, we could even use them to generate clean hydroelectric energy.

Reporter: I've heard about that. I read a report last month. It explained that many countries had been investing in renewable energy.

Dr Linda: You're right. They had built wind farms and increased solar power usage, and the results are promising. It showed that we should stop relying on fossil fuels. If we continue to produce clean energy, we can reduce our carbon footprint and save more habitats.

Reporter: That's great to hear. We should all be more conscious of how we use energy. If we start turning off lights when we don't need them or using less petrol for transport, it can have a real difference. It's about making small changes in our daily lives.

Dr Linda: Exactly. Another thing is waste. I've noticed so much rubbish and litter around the city lately. It's ridiculous. We should recycle more, reuse materials, and reduce the use of plastics.

Reporter: I agree. Last week, I saw a group of volunteers cleaning up a beach. They said that if more people took enough time to clean up and recycle, the problem wouldn't be so bad. I know it's not so easy, but we can start by raising awareness and taking precautions to protect our environment.

Dr Linda: You're right. It's not just about cleaning up or recycling, it's also about managing our resources more carefully. We should limit the use of materials like plastic. If we start using eco-friendly

products, it could help protect forests and wildlife. We should all care for our freshwater resources. I read that overuse of groundwater had been causing problems in some areas. We can lessen our water usage by taking shorter showers or fixing leaks at home.

Reporter: I've heard about that, too.

Dr Linda: And the situation is getting worse because of climate change. There has been more deforestation that leads to desertification and it causes landslides and floods. If we don't act now, it's going to get worse.

Reporter: That's really worrying. We can't avoid these problems. We need to protect wildlife, like polar bears and great white sharks, and do more to fight environmental issues. I believe that if we all act now, we can make a difference.

Dr Linda: I think you're right. After I had read about the impact of industrialisation on the environment, I realised how important it was to limit air pollution. I've been trying to lower my carbon footprint by using public transport and avoiding plastic bags since then. I've even been using renewable energy at home.

Kyle: That's awesome! I've been trying to do the same. It's all about being aware.

Fred: Let's keep talking about these and encourage others to take action. We can all make small changes to protect the planet's future.

Kyle: Absolutely. If we continue to save nature and wildlife consumption, prevent pollution, and look after the environment, we can give future generations a chance to enjoy the beauty of the world, its forests, oceans, animals, and so much more. We need to keep pushing for change.

Fred: Agreed. Let's keep doing our part, and hopefully, others will follow. Together, we can protect the planet and all its wonders.

Track 15.1 (Page 115)

Activity 2 - Time to Say

a.Listen to the utterances from the digital story and notice the 'w' and 'x' sounds. Then practise saying them. Work in pairs.

- It explained that pollution had been increasing over the past few decades.
- Exactly.
- That's awesome!

Track 15.2 (Page 115)

Activity 2 - Time to Say

b. Listen and circle the 'w' and 'x' sounds.

- We can lessen our water usage by taking shorter showers or fixing leaks at home.
- We must carefully use water and wind energy to prevent extreme environmental issues.

Track 15.3 (Page 116)

Activity 3 - Time to Learn New Words

c. Listen and check your answers. Then repeat them as a whole class.

1-e) wood
2-f) geothermal energy
3-a) groundwater
4-d) recycling
5-c) wool
6-i) river
7-h) farmland
8-b) jungle

Track 15.4 (Page 118)

Activity 5- Time to Keep in Mind

a. Listen to Mrs Nature and fill in the blanks.

Many years ago, people had not realised how much damage they had caused to nature. By the time scientists had discovered the effects of pollution, air and sea pollution had already increased. Factories had been producing too much rubbish, and people had not been recycling properly. Because of overhunting and overfishing, many species had become endangered.

A scientist said, "If we had taken

precautions, we would not have lost so much wildlife." A volunteer explained that illegal hunting had been a big problem for years. She said that people needed to protect nature and should lessen pollution. Now, organisations are raising awareness of climate change. If we all work together, we can save our environment for future generations.

Track 15.5 (Page 126)

Time To Practise

4. Listen to the following tongue twister several times to practise the 'w' and 'x' sounds. Underline each 'w' and 'x' sound.

- Whales whistle when water waves.
- Windy weather wakes wild wolves.
- Xavier's ox walks in wet woods.
- Xavier's fox explores exotic wetlands.

THEME 16 **Digital Story**

LIFE IN THE UNIVERSE & FUTURE

Demir: This can't be real. Mega, how long have I been gone? I was inside the capsule, trying to touch the airlock and autopilot buttons. There was a problem in the aerospace system, and now I'm here.

Mega: Based on your last known coordinates, you have been displaced approximately 250 years into the future, Demir.

Demir: 250 years? Everyone I know will have gone.

Mega: Correct. If this unplanned accident hadn't occurred, you wouldn't have witnessed the future we've built. We had started our journey with our spacecraft for exploration. But if we can return, humanity will hear about the future from us.

Demir: So, this is the future. I would never have imagined we'd have achieved faster-than-light travel or AI-driven space colonies.

Mega: Indeed. If astronomers hadn't gone to space or NASA hadn't explored celestial spaces, we would not have learned about artificial intelligence, solar-powered interplanetary networks, and space modules. This life would never have been possible.

Demir: What about them? Those life forms... Are they real?

Mega: Yes. Over the past century, humanity discovered not only signs of life but intelligent civilisations in interplanetary systems. If humankind hadn't moved beyond earthbound perspectives, we might never have coexisted with them.

Demir: And yet, no flying saucers, UFOs, or aliens?

Mega: The idea of "flying saucers" had always been a misunderstanding. Do you want to see the latest prototype of the interstellar lander?

Demir: Lead the way, Mega. Engineers test space vehicles in a digital environment to predict how they will work in real space conditions. It would've been wonderful if they had been here to see it.

Demir: This starship looks like something out of a sci-fi novel. Self-driving vehicles had already started on Earth. But now, look at these high-level flying vehicles! It's equipped with... What are those?

Mega: Adaptive solar panels and an integrated AI navigation system. If this unplanned accident hadn't happened, you might have designed something like this in your lifetime. Look up, Demir! In the dark sky, a rare star is shining and it shows us something from the unknown parts of space.

Demir: You're giving me too much credit. But tell me, could it return me to Earth, to my own time?

Mega: Unfortunately, no. But I can assure you, with virtual reality, an AI home assistant, a smart home, a smart kitchen, and wearable technology you'll feel at home here.

Demir: I think I'll have to adapt. If I hadn't landed at Far Away Skyline, I would never have seen this future. It's hard to leave the past behind.

Mega: Shall we explore the space station?

Demir: Lead the way. If we're here, we

might learn to live like a 25th-century space tourist.

Demir: Who would've thought this? All I can see are humans wearing AR glasses and smart suits, robots, and weird living things.

Mega: Perhaps you wouldn't have believed it. But Astronaut Demir, the adventure has only just begun.

Demir: Alright, Mega. Show me everything in this mysterious atmosphere.

Mega: As you wish, Astronaut Demir. But unfortunately, this is a dream.

Track 16.1 (Page 131)

Activity 2 - Time to Say

a. Listen to the utterances from the digital story and notice the 'y' and 'z' sounds. Then practise saying them. Work in pairs.

- You have been displaced approximately 250 years into the future.
- Over the past century, humanity discovered not only signs of life but intelligent civilisations in interplanetary systems.
- In the years ahead, young space voyagers will journey through zero gravity zones.

Track 16.2 (Page 131)

Activity 2 - Time to Say

b. Listen and circle the 'y' and 'z' sounds.

- Zoe, the astronaut, zoomed through the zone with her spacecraft.
- The new space vehicle is designed to travel in zero gravity zones.
- In the years ahead, young space voyagers will journey through zero gravity zones.

Track 16.3 (Page 132)

Activity 3 - Time to Learn New Words

c. Listen and check your answers. Then repeat them as a whole class.

1. h) artificial intelligence (AI)
2. i) augmented reality (AR) glasses
3. c) space station
4. d) unidentified flying object (UFO)
5. a) starship
6. e) aliens
7. k) faster-than-light (FTL)
8. b) astronaut
9. g) solar panels
10. f) virtual reality (VR)

Track 16.4 (Page 134)

Activity 5- Time to Keep in Mind

a. Listen to Mr Star and complete the blanks. Ask and answer questions about the text. Work in pairs.

A Journey

A group of astronauts launched into space on a new spaceship. They had trained for years, and by the time they arrived at the space station, they had already captured amazing images of asteroids. The spaceship shone brightly as it took off from Earth.

If they had forgotten anything, they wouldn't have been able to complete their mission. Luckily, everything was prepared. Their mission was to explore the surface of a new planet. By the end of the week, they will have landed on it.

Some missions are uncrewed, but this one was crewed. As they revolved around the planet, they saw how it rotated slowly. If scientists had discovered it earlier, humans might have lived there by now.

Space exploration will have changed life completely. If astronauts had never launched into space, we wouldn't have known how beautiful the universe is!

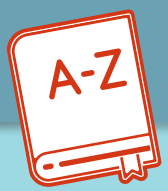
Track 16.5 (Page 142)

Time To Practise

4. Listen to the following sentence several times to practise the 'y' and 'z' sounds.

- If the astronauts had analysed the zero-gravity zone more carefully, they might have avoided the system error yesterday.

GLOSSARY



n: noun v: verb adj: adjective

THEME 9

Art (n): painting, drawing, and other creative work
Art Club (n): a group for students who enjoy art
Basketball (n): a sport with a ball and a hoop
basketball court (n): the place where basketball is played
biology (n): the study of living things
boarding school (n): a school where students live and study
cafeteria (n): a place where students eat at school
chemistry (n): the study of substances and reactions
Chess Club (n): a group that plays chess
classwork (n): work done during class
Coding Club (n): a group for learning computer programming
college (n): a school after high school
conference room (n): a room for meetings
counsellor's office (n): a place to talk with a school advisor
courtyard (n): open space in the centre of a building
cycling (n): riding a bicycle
Debate Club (n): a group where students discuss and argue about topics
diploma (n): a certificate from a school or university
discussion (n): talking about something in a group
Drama Club (n): a group that performs plays
educational programme (n): planned learning activities
exam (n): a formal test
exhibition (n): a public show of work (e.g. art, projects)
experiment (n): a test to learn or discover something
extracurricular activity (n): a school activity outside of lessons
facilities(n): buildings or rooms for special use
football (n): a team sport played with a ball (also called soccer)
geography(n): the study of the Earth and places
to graduate(v): to finish school successfully
group work (n): doing a task with other students
gym (n): a room for exercise or sports
gymnastics (n): a sport with jumps, flips, and balance
headmaster's office (n): the room of the school principal
hiking (n): walking long distances in nature
history (n): the study of past events
History Club (n): a group for students interested in history
information technology (IT) (n): using computers and systems
international school (n): a school for students from different countries
laboratory work (n): science work done in a lab
language school (n): a place to learn foreign languages
lecture (n): a long talk or lesson by a teacher
literature (n): books, poems, and stories
Literature Club (n): a group for students who like reading
lower secondary school (n): a school for students aged around 11–14
martial arts (n): fighting sports like karate or judo
maths (n): the study of numbers and shapes
Maths Club (n): a group for students who like maths
music (n): sounds made by singing or instruments
philosophy (n): the study of ideas and life questions
physical education (PE) (n): sport and exercise at school
physics (n): the study of energy and matter
to practise (v): to do something again and again to get better
prayer room (n): a quiet room for praying
presentation (n): showing or explaining a topic to others
primary school (n): school for children aged 5–11
private school (n): a school that is not run by the government
project (n): planned work with research or creativity
public school (n): a school run by the government
qualification (n): a certificate showing you passed a course
quiz (n): a short test
to register (v): to sign in or write your name
religion and morals (n): learning about beliefs and right/wrong
to research (v): careful study to learn more about something
Robotics Club (n): a group for building and learning about robots
rugby (n): a team sport with an oval ball
Science Club (n): a group for students who like science
Sculpture Club (n): a group for making 3D art
seminar room (n): a room for lessons or small group study
skiing (n): moving on snow using skis
social studies (n): learning about people and society

GLOSSARY

special needs school (n): a school for students with disabilities
Spelling Bee Club (n): group that practices spelling words
student (n): someone who learns at school or university
swimming (n): moving in water using your body
swimming pool (n): a place to swim
teacher's room/staff room (n): where teachers take breaks
technology lab (n): a room for tech or computer lessons
tennis (n): a sport with rackets and a ball
tennis court (n): a place where tennis is played
university (n): school after high school or college
upper secondary school (n): a school for students aged around 15–18
vocational school (n): a school for learning a job or skill
Volunteers Club (n): a group for helping others
year (n): a school level or time period of 12 months

THEME 10

3D printer (n): a machine that makes 3D objects
to access (v): to get or use something
to analyse (v): to study something carefully
assignment (n): schoolwork given by a teacher
brainstorming (n): sharing ideas in a group
cardinal numbers (n): numbers like 500, 600, 700...
to click (v): press a mouse button
to compare (v): find similarities or differences
to conclude (v): to finish or decide something
to connect (v): to join together
connection (n): the link between things or people
to define (v): to explain the meaning
to discuss (v): to talk about something
discussion (n): a group talk or conversation
to download (v): to get files from the internet
file (n): a document on a computer
group work (n): working with classmates
to guess (v): to try to answer without being sure
headset (n): headphones with a microphone
homepage (n): first page of a website
keyboard (n): buttons used to type on a computer
label (n): a name or description on something
laptop (n): a small portable computer
to log in (v): to enter a system with a password
to log out (v): to leave a computer system
ordinal numbers (n): numbers like 50th, 60th...
pair work (n): two students working together
to participate (v): to take part in an activity
pc (n): personal computer
presentation (n): showing or explaining something to others
to print (v): to make a paper copy
printer (n): a machine that prints documents
question-answer session (n): time for asking and answering questions
to receive (v): to get something
role-play (n): acting out a situation
screen (n): the front part of a computer or phone
to search (v): to look for information
to send (v): to deliver a message or file
server (n): a main computer that stores data
to share (v): to give part of something to others
to sign in (v): to enter a system (same as log in)
to sign out (v): to leave a system (same as log out)
to sign up (v): to register or join something
smartphone (n): a mobile phone with apps and internet
to solve a problem (v): to find an answer
to summarise (v): to say the main ideas briefly
to switch off (v): to turn something off
to switch on (v): to turn something on
to take notes (v): to write important points
task (n): a job or activity to do
to text (v): to write words or a message
to upload (v): to send a file to the internet
web page (n): one page on a website
webcam (n): a camera used on a computer
website (n): a collection of web pages

THEME 11

allergic reaction (n): a bad body response to something
allergy (n): when your body reacts badly to something
ankle (n): the joint between your leg and foot
arm (n): the part of the body from the shoulder to the hand
back (n): the rear part of your body
backache (n): pain in your back
blood (n): red liquid in your body
brain (n): the organ that controls your body and thoughts
to breathe (v): to take air in and out
chest (n): the upper front part of your body
chin (n): the bottom part of your face
cold (n): a common illness with a runny nose and cough
cough (n): to force air out of your throat
courageous (adj): brave
covid-19 (n): a disease caused by a virus
creative (adj): good at making new ideas
digital detox (adj): a break from screens and technology
ear (n): part of the body used for hearing
earache (n): pain in the ear
emergency (n): a serious and urgent situation
empathy (adj): understanding others' feelings
to examine (v): to look at something carefully
to exercise (v): physical activity to stay healthy
to explore (v): to travel and discover new things
eye (n): part of the body used for seeing
eyebrow (n): hair above your eye
eyelash (n): small hairs on the edge of your eyelid
face (n): the front of your head

to feel dizzy (v): to feel like everything is spinning
to feel sick (v): to feel like you want to vomit
fingers (n): parts at the end of your hand
flu (n): illness with fever and cough
foot (n): the bottom part of your leg
forehead (n): the part above your eyes
to get better (v): to become healthy again
to get worse (v): to become more ill or bad
hair (n): the strands on your head
hand (n): the part at the end of your arm
happiness (n): a feeling of being happy
head (n): the top part of your body
headache (n): pain in your head
heart (n): the organ that pumps blood
to hurt (v): to feel pain or be injured
to keep fit (v): to stay in good physical shape
knee (n): the joint in the middle of your leg
leg (n): the limb used for walking
to lie down (v): to rest your body flat
lips (n): the edges of your mouth
medical help (n): care from a doctor or nurse
mindfulness (n): focusing calmly on the present
mouth (n): the opening used for eating and talking
neck (n): connects your head to your body
nose (n): used for smelling and breathing
pain (n): an unpleasant feeling in the body
painful (adj): causing pain
painkiller (n): medicine that stops pain
pale (adj): lighter than normal skin colour
patient (n): someone receiving medical care
self-care (n): taking care of your own health
shoulders (n): the top part of your arms
social connection (n): being in touch with others
sore throat (n): pain in the throat
to spin (v): to turn around quickly
stomach (n): part of the body that digests food
stomach ache (n): pain in the stomach
to support (v): to help someone
teeth (n): hard parts in your mouth for chewing
toes (n): parts at the end of your foot
tongue (n): the part inside your mouth used for tasting
to treat (v): to give medical help
treatment (n): the care given to a sick person
to vomit (v): to throw up food
weak (adj): not strong
to work out (v): to do physical exercise

THEME 12

to act (v): to perform in a play or movie
attached house (n): a house joined to another
to babysit (v): to take care of a child
to barbecue (v): cooking food outside on a grill (anlamı düzelt !!)
to be a member (v): to belong to a group or club
block (n): a group of buildings or a section of a street
block of flats (n): a building with many apartments
to build (v): to make something (like a house)
bungalow (n): a one-floor house
to camp (v): to sleep in a tent outside
catch (v): to stop and hold something in the air
to climb (v): to go up something
to code (v): to write instructions for computers
to collect (v): to gather things together
to communicate (v): to share ideas or information
cottage (n): a small, cosy house in the countryside
to create (v): to make something new
to cycle (v): to ride a bicycle
to decide (v): to choose what to do
to describe (v): to say what something is like
to design (v): to plan how something will look
detached house (n): a house not connected to others
to develop (v): to grow or improve
to do a quiz (v): to answer questions in a test or game
to do barbecue (v): to cook food on a barbecue
duplex (n): a house divided into two homes
to explain (v): to make something clear
extended family (n): a large family including relatives
farmhouse (n): a house on a farm
to film (v): to record a story or event using a camera
to fish (v): to catch fish from the water
flat (n): a home in a larger building
to fly (v): to travel in the air
foster family (n): a family that takes care of a child temporarily
to go cycling (v): to ride a bike for fun or sport
to go on a holiday (v): to travel for fun and rest
to go on a picnic (v): to eat outside in nature
to go out (v): to leave home to do something fun
to go shopping (v): to buy things from shops
to go to a festival (v): to visit a celebration event
to go to a museum (v): to see things from art, history, or science
to go to the beach (v): to visit a place near the sea
to go to the park (v): to visit a green outdoor place
to grill (v): to cook food over heat or fire
houseboat (n): a boat used as a home
hut (n): a small, simple shelter or home
igloo (n): a house made of snow or ice
immediate family (n): parents, brothers, sisters
to improve (v): to make something better
to join (v): to become part of a group
to jump (v): to push yourself off the ground
to manage (time) (v): to plan and use your time well
to match (v): to be the same or go well with something
to organise (v): to plan and prepare things
to paint (v): to make art using paint
to peel (v): to remove the skin from fruits or vegetables
penthouse (n): an apartment at the top of a building

GLOSSARY

to perform (v): to act, sing, or dance for others
to play a video game (v): to play an electronic game
to play the guitar (v): to make music with a guitar
to programme (v): to give a machine a set of instructions
to ride a bicycle (v): to travel using a bicycle
to ride a bike (v): same as riding a bicycle
to run (v): to move quickly on foot
to sail (v): to travel on water using a boat
semi-detached house (n): a house joined to another on one side
skateboard (n): to move using a board with wheels
to solve (v): to find the answer
to surf (v): to ride waves on a board
to take a photograph (v): to use a camera to take a picture
terraced house (n): one of many connected houses in a row
tree house (n): a small house built in a tree
villa (n): a large and nice house, often with a garden

THEME 13

Accommodation (n): a place to stay
to admire (v): to think something is beautiful or good
advert (n): a short form of advertisement
aeroplane (n): a flying vehicle with wings
affordable (adj): not too expensive
airline (n): a company that flies planes
ancient (adj): very old
to announce (v): to say something publicly
announcement (n): official public information
application (n): a form to ask for something
arrival (n): the fact of arriving somewhere
attraction (n): something interesting to visit
backpacking (n): travelling with a backpack
barbeque (n): cooking food outdoors on a grill
beef (n): meat from a cow
boarding pass (n): a ticket to get on a plane
booking (n): a reservation
brochure (n): a small booklet with information
celebration (n): a happy event or party
ceremony (n): a formal event
charter (n): a private rental (plane, bus, etc.)
to check in (v): to register at a hotel or airport
to check out (v): to leave and pay at a hotel
cheerful (adj): happy and smiling
cinema (n): a place to watch films
coconut (n): a tropical fruit with a hard shell
collection (n): a group of similar items
container (n): something that holds things
continuous (n): happening without stopping
corn (n): a yellow vegetable
courgette (n): a green vegetable
couscous (n): small grain-like food
creamy (adj): smooth and soft like cream
cuisine (n): a style of cooking
cultural (adj): related to a group's way of life
curry (n): spicy food often with sauce
custom (n): a traditional practice or habit
to deliver (v): to bring something to a place
departure (n): leaving a place
destination (n): the place you're going to
to direct (v): to tell or show someone what to do
direction (n): the way to go
discount (n): a lower price
duty-free (adj): without tax (at airports)
embassy (n): an office representing a country abroad
to entertain (v): to give fun or enjoyment
e-scooter (n): electric scooter
exchange (n): to trade one thing for another
to fasten (v): to close or tie something
feast (n): a large, special meal
ferry (n): a boat for people and cars
flour (n): powder made from grain
folk (n): traditional or cultural (music, people)
fountain (n): water sprayed into the air
to freeze (v): to become ice or very cold
frozen (adj): turned into ice
gate (n): entrance to a plane or place
to gather (v): to bring together
highlight (n): the best or most important part
historic (adj): important in history
historical (adj): about the past
to hitchhike (v): to ask for a free car ride
hot (adj): having a high temperature
ingredients (n): parts of a meal or recipe
identity (n): who or what someone is
international/local dish (n): food from around the world / local area
journey (n): travel from one place to another
juicy (adj): full of juice
to land (v): to come down from the air
landmark (n): a famous or easy-to-see place
leftover (n): food not eaten after a meal
local (adj): nearby or from the area
to locate (v): to find the place of something
luggage (n): bags you travel with
mixture (n): a mix of things
old-fashioned (adj): not modern
on board (adj): on a vehicle or plane
organiser (n): a person who plans an event
palace (n): a home for kings or queens
pan (n): a metal container for cooking
parking space (n): a place to leave a car
pass (n): a ticket or permit
peaceful (adj): quiet and calm
pineapple (n): a tropical fruit
pot (n): a deep container for cooking
to pour (v): to let liquid flow
public transport (n): buses, trains, etc.
railway (n): train tracks
rate (n): the price or speed of something
romantic (adj): related to love
roundabout (n): a circular road junction
salmon (n): a pink fish
savoury (adj): not sweet, often salty or spicy

GLOSSARY

seafood (n): food from the sea
service (n): help or work done for others
sharp (adj): with a point or edge that can cut
signpost (n): a sign showing direction
sour (adj): having an acidic taste (like lemon)
spicy (adj): having a strong, hot flavour
statue (n): a figure made from stone or metal
stew (n): food cooked slowly in a pot
street food (n): food sold in public places
to take off (v): to leave the ground and begin to fly
the tube (n): underground train in London
theatre (n): a place to watch plays
tiny (adj): very small
tower (n): a tall, narrow building
traditional (adj): from the past, usual
traditional food (n): food made in the old style
to translate (v): to change from one language to another
to transport (v): moving people or goods
trip (n): a short journey
tuna (n): a type of large sea fish
Turkish pizza (n): a thin, round flatbread with toppings
underground trains (n): trains that run below the ground
vehicle (n): something used for transport
worldwide (n): all around the world
worth (adj): having value or importance

THEME 14

Ankara (n): capital city of Türkiye
Architecture (n): design of buildings
Ashgabat (n): capital of Turkmenistan
Astana(n): capital of Kazakhstan
athlete (n): a person who plays sports
athletic (adj): strong and active
athletics (n): sports like running and jumping
to attract (v): to make people interested
Baku (n): capital of Azerbaijan
Beijing (n): capital of China
Berlin (n): capital of Germany
border (n): the edge between two countries
Boxing (n): a sport of fighting with gloves
calm (adj): quiet and peaceful
captain (a): team leader
central (adj): in the middle
champion (n): winner of a competition
changing room (n): a place to change clothes
championship (n): a big competition
to cheat (v): to break the rules
city centre (n): the middle of a city
climber (n): a person who climbs
coach (n): sports trainer or team leader
collection (n): a group of similar items
to compete (v): to try to win
competing (n): trying to win
competitive (adj): liking to win
competitor (n): someone in a contest
to consist (v): to be made of
contest (n): a competition
court (n): a place to play sports like tennis
cricketer (n): a person who plays cricket
cyclist (n): a person who rides a bicycle
D.C. (n): capital of the USA (Washington D.C.)
to decorate (v): to make something look nice
diver (n): someone who swims underwater
diving board (n): a board to jump into a pool
Dublin (Ireland): capital of Ireland
eastern (n): from the east
event (n): a planned activity
exhibition (n): a public show of art or items
extreme sport (n): a dangerous outdoor sport
to face (v): to deal with a difficult situation
familiar (adj): known or recognised
fantastic (adj): very good
flag (n): a symbol of a country
goalkeeper (n): a person who protects the goal
gold medal (n): prize for 1st place
golf (n): a sport with clubs and a ball
golfer (n): a person who plays golf
to hit (v): to touch something with force
hostel (n): a cheap place to stay
hub (n): centre of activity
to hunt (v): to look for and kill animals
impressive (adj): amazing or powerful
indoors (adj): inside a building
instructor (n): a teacher or trainer
to join in (v): to take part
leader (n): someone who guides others
Lefkoşa (n): capital city of Turkish Republic of Northern Cyprus
to locate (v): to find the position of
location (n): the place where something is
locker room (n): a place to keep clothes or change
London (n): capital of the UK
long jump (n): a sport where you jump far
luxury (adj): something very expensive or comfortable
Madrid (n): capital of Spain
modern (adj): new and up-to-date
nation (n): a country
neighbourhood (n): the area around your home
New Delhi (n): capital of India
northern (n): from the north
old-fashioned (adj): not modern
olympic (adj): related to the Olympic Games
Olympic Games (n): a big international sports event
original (adj): first or new
outdoor (adj): outside
outdoors (adj): not inside
Paris (n): capital of France
place (n): a location
point(s) (n): score in a game or argument
political (adj): related to government
population (n): number of people in a place
powerful (adj): strong or important
to practise (v): to do something to get better
prince (n): son of a king or queen

GLOSSARY

princess (n): daughter of a king or queen
private (adj): not public
qualification (n): skill or certificate
queue (n): a line of people
race (n): a speed competition
racehorse (n): horse used in races
record holder (n): person with the best result
to represent (v): to speak or act for others
to rest (v): to relax
rider (n): a person on a horse or bike
Rome (n): capital of Italy
royal (adj): related to a king or queen
rugby (n): a team sport with an oval ball
to sail (v): to travel on water by boat
sailor (n): a person who works on a boat
scenery (n): beautiful natural view
sculpture (n): 3D art made of stone, wood, etc.
to set (v): to prepare something
shopping centre (n): a group of stores
silver medal (n): prize for 2nd place
skyscraper (n): a very tall building
southern (n): from the south
sports facilities (n): places for doing sports
stadium (n): a large sports building
stage (n): a platform for performances
to state (v): to say or write something clearly
statue (n): a large figure made of stone/metal
strange (adj): not normal
surfer (n): someone who rides waves
surfing (n): the sport of riding waves
to take part (v): to join an activity
Tashkent (n): capital of Uzbekistan
to throw (v): to send something through the air
Tokyo (n): capital of Japan
town hall (n): a building for city meetings
track (n): path for running or racing
trainer (n): sports coach or sports shoe
training (n): practice to improve skills
typical (adj): usual or normal
unique (adj): one of a kind
Washington (n): capital of the USA
water jump (n): jump over water in sports
western (n): from the west
winning (adj): being the best or first

THEME 15

air pollution (n): dirty air from smoke or chemicals
Asian elephant (n): a large elephant from Asia
to avoid (v): to stay away from something
cheetah (n): the fastest big cat
chimpanzee (n): a smart monkey-like animal
climate change (n): long-term changes in world weather
coral reefs (n): colourful sea structures made by tiny animals
to cut down on (v): to use less of something
deforestation (n): cutting down many trees
disease (n): illness or sickness
dolphin (n): a smart sea animal
to donate (v): to give help or money
endangered (adj): in danger of disappearing
energy crisis (n): not enough energy sources
environment (n): the natural world around us
environmental problems (n): damage to nature
farmland (n): land used to grow food
food (n): something you eat
food source (n): where food comes from
forest (n): large areas full of trees
freshwater (n): clean water without salt
geothermal energy (n): heat energy from the earth
global warming (n): Earth getting hotter
grasslands (n): wide open land with grass
great white shark (n): a large, dangerous sea fish
groundwater (n): water under the ground
to hide (v): to stay out of sight
to hunt (v): to chase and kill animals
industrialisation (n): growth of factories and cities
island (n): land with water all around
jungle (n): a thick forest in a hot place
jungles (n): more than one jungle
landslide (n): falling rocks or soil from a hill
to lessen (v): to make smaller or weaker
to limit (v): to set a maximum or stop something
litter (n): trash left in public places
loss of biodiversity (n): fewer kinds of animals and plants
natural gas (n): fuel from underground
nature (n): animals, plants, and land
non-renewable resources (n): energy that can run out
oceans (n): large bodies of salt water
oil (n): black liquid fuel from the earth
overfishing (n): catching too many fish
overhunting (n): killing too many animals
overpopulation (n): too many people in one place
panda (n): a black and white bear from China
penguin (n): a bird that swims and lives in cold places
petrol (n): fuel used in cars (gasoline)
polar bear (n): a big white bear in the Arctic
pollution (n): making nature dirty
population (n): the number of people in a place
to prevent (v): to stop something from happening
to produce (v): to make or grow something
to protect (v): to keep safe
to protect wildlife (v): to care for wild animals
rainforest (n): a wet, hot forest with many animals
to raise awareness (v): to help people understand a problem
to recycle (v): to make used things useful again
recycling (n): the act of reusing materials
to reduce consumption (v): to use less
renewable resources (n): energy that won't run out
to reuse (v): to use again
rubbish (n): trash or waste

GLOSSARY

safety (n): being safe from harm
sand (n): tiny grains on beaches or deserts
sea pollution (n): dirty water in the ocean
sea turtle (n): a turtle that lives in the ocean
sunshine (n): light from the sun
to survive (v): to stay alive
to take care of (v): to look after
tiger (n): a big wild cat with stripes
urbanisation (n): growth of cities
to use energy (v): to use power for work or heat
valley (n): a lowland between hills or mountains
volunteering (n): helping without being paid
water (n): clear liquid we drink and use

THEME 16

3D printing (n): making objects using a 3D printer
to adapt (v): to change to fit a new situation
aerospace (n): industry of planes and space travel
AI home assistants (n): smart devices that help at home (like Alexa)
airlock (n): a small room that keeps air in/out of space
to alert (v): to warn someone of danger or a problem
AR glasses (n): glasses that show digital images of real things
artificial intelligence (AI) (n): smart machines that think like humans
asteroid (n): a small rocky object in space
astronaut (n): a person who travels in space
atmosphere (n): the air around a planet
autopilot (n): a system that drives a vehicle automatically
to be equipped with (v): to have special tools or systems
to capture (v): to take or catch something
comet (n): a space rock with ice and a tail
creatures (n): living animals or beings
crewed (n): with people inside (like a space vehicle)
digital elements (n): computer-made parts
digital environment (n): a world created by computers
discovery (n): finding something new
drones (n): flying machines without pilots
earthbound (n): related to or staying on Earth
to exist (v): to be real or alive
exploration (n): the act of going to new places
to explore (v): to travel and learn about new places
faster-than-light (FTL) (n): moving faster than light
flying saucer (n): a round spaceship (UFO)
headsets (n): devices worn on the head for sound or VR
interplanetary (adj): between planets
to influence (v): to affect or change something
to land (v): to come down onto a surface
lander (n): a vehicle that lands on a planet or moon
to launch (v): to send into the sky or space
launcher (n): a device that sends rockets into space
life forms (n): living creatures
living things (n): things that are alive
module (n): a small part of a spacecraft
moonwalk (n): walking on the Moon
mother ship (n): main spaceship carrying smaller ones
mysterious (adj): strange or unknown
to predict (v): to say what will happen
rare (adj): not common
to return to Earth (v): to come back from space
to revolve (v): to move in a circle around something
robotics (n): the science of making robots
robots (n): machines that can do tasks
rocket (n): a vehicle used to go into space
to rotate (v): to turn around
self-driving vehicles (n): cars that drive by themselves
to shine (v): to give off light
smart (adj): using advanced technology
smart homes (n): homes with automated systems
solar panels (n): devices that get energy from the sun
space capsule (n): a small spacecraft for people
space colonies (n): places where people live in space
space mission (n): a trip to space for a goal
space module (n): part of a spacecraft
space station (n): a large structure where astronauts live in space
space suit (n): clothing worn in space
space tourist (n): a person who travels to space for fun
space travel (n): going into space
spacecraft (n): a vehicle for space travel
spaceship (n): another word for spacecraft
spacewalk (n): walking outside a spacecraft
starship (n): a spaceship that travels far in space
surface (n): the outside part of something
to take off (v): to rise into the air
telecommuting (n): working from home using the internet
telescope (n): a tool to see distant objects
to transform (v): to change completely
uncrewed (adj): without people inside
unidentified flying object (UFO) (n): something flying that is not known
unknown (adj): not known or named
virtual reality (VR) (n): a computer-made 3D world
wearable technology (n): smart gadgets you wear (like smartwatches)
weird (adj): strange or unusual
wireless earbuds (n) : small, no-wire headphones

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The references in this section have been prepared following the principles and formatting rules of the APA Style 6th Edition.

ANSWER KEY

Answer Key

VISUAL AND GENERAL WEB REFERENCES

Visual and General Web References


25°D
30°D
35°D
40°D
45°D
50°D
40°K
35°K
ROMANYA
Bükreş
UKRAYNA
RUSYA FEDERASYONU
HAZAR DENİZİ
Sofya
BULGARİSTAN
KARADENİZ
GÜRCİSTAN
Tiflis
YUNANİSTAN
Edirne
Kırklareli
Tekirdağ
İstanbul
Bartın
Zonguldak
Kastamonu
Sinop
Samsun
Artvin
Ardahan
ERMENİSTAN
AZERBAYCAN
Kocaeli
Düzce
Karabük
Ordu
Giresun
Trabzon
Rize
Kars
Erivan
Yalova
Sakarya
Bolu
Çankırı
Amasya
Çorum
Tokat
Gümüşhane
Bayburt
Iğdır
NAHÇIVAN Ö.C. (AZERBAYCAN)
Gökçeada
Bozcaada
Çanakkale
Bursa
Bilecik
Ankara
Balıkesir
Eskişehir
Kırıkkale
Yozgat
Sivas
Erzincan
Erzurum
Ağrı
Kütahya
Kırşehir
Tunceli
Bingöl
Muş
Manisa
Afyonkarahisar
Uşak
Atina
İzmir
Nevşehir
Kayseri
Elâzığ
Malatya
Bitlis
Van
Aydın
Konya
Aksaray
Diyarbakır
Siirt
Batman
Hakkâri
Denizli
Isparta
Burdur
Niğde
Adıyaman
Kahramanmaraş
Şırnak
Mardin
Muğla
Karaman
Osmaniye
Gaziantep
Şanlıurfa
Antalya
Adana
Mersin
Kilis
Hatay
EGE DENİZİ
MARMARA DENİZİ
KUZEY KIBRIS TÜRK CUMHURİYETİ
Erenköy
Lefkoşa
SURİYE
IRAK
İRAN
GÜNEY KIBRIS RUM YÖNETİMİ
LÜBNAN
Beyrut
Şam
Bağdat
AKDENİZ
LİBYA
Tel Aviv
FİLİSTİN
Batı Şeria
Doğu Kudüs
FİLİSTİN
Gazze Şeridi
İSRAİL
MISIR
Süveyş K.
TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
İL MERKEZİ
Elâzığ
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ÜLKE SINIRI
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AKARSU
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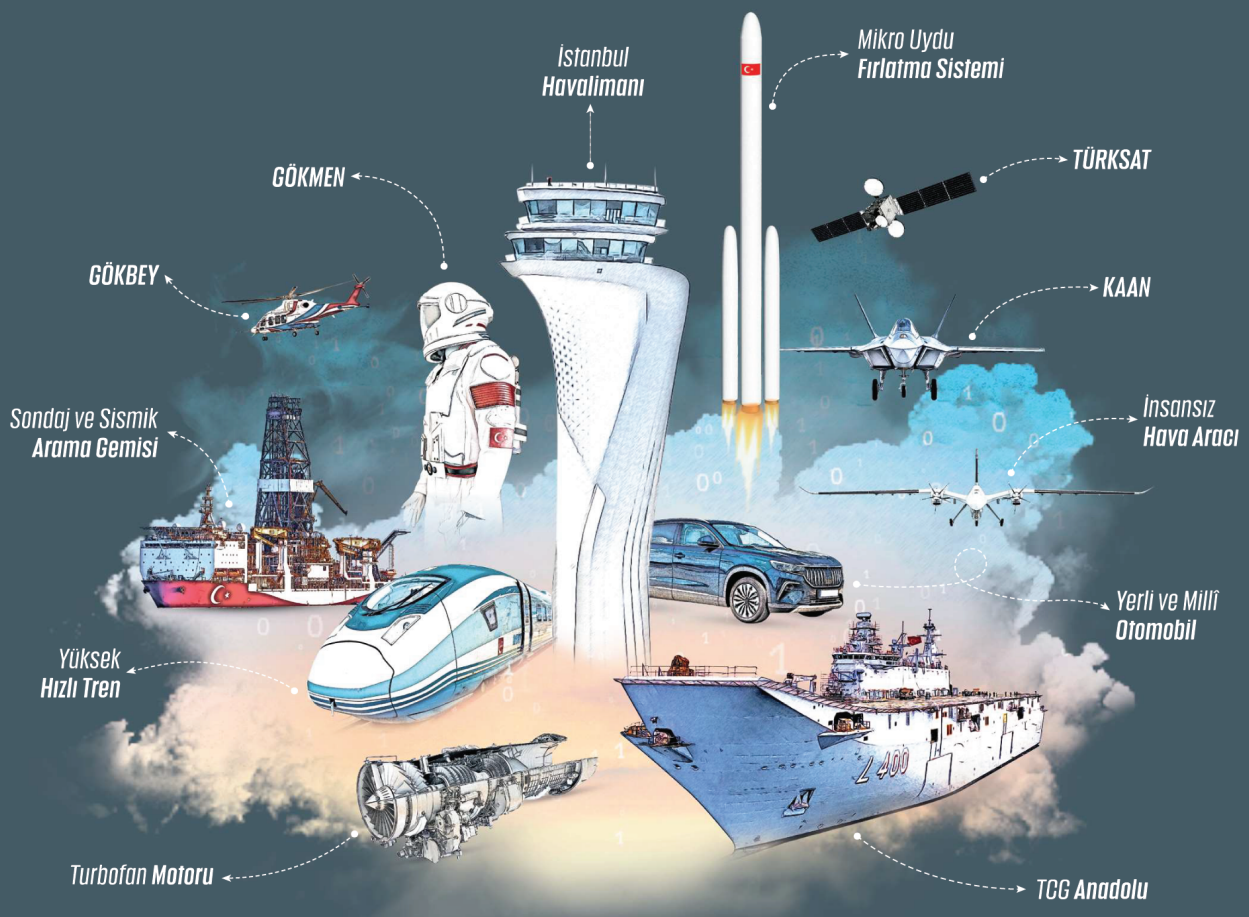

TÜRK DÜNYASI HARİTASI
Bağımsız Türk Devletleri
Türk Cumhuriyetleri, Türk Bölgeleri
Türk Toplulukları
0 250 500 1.000 1.500 2.000 km
TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
1 GAGAVUZ YERİ
2 KARAÇAY-ÇERKESYA
3 KABARDİN-BALKARYA C.
4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
6 TATARİSTAN C.
7 BAŞKURT C.
8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
a Avrupa'daki Türkler
b Kosova Türkleri
c Yunanistan Türkleri
ç Bulgaristan Türkleri
d Romanya Türkleri
e Suriye Türkmenleri
f Irak Türkmenleri
g İran Türkleri
h Afganistan Türkmenleri
ı Pakistan Türkmenleri
i Hindistan Türkmenleri
j Çin H. C. Türkleri
k Moğolistan Türkleri
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KARADAĞ KRD
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PAKİSTAN
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ÇİN HALK CUMHURİYETİ
SİNCAN UYGUR ÖZERK BÖLGESİ
TUVA C.
SAHA (YAKUT) C.
UKRAYNA
POLONYA
BELARUS
ALMANYA
FRANSA
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İTALYA
SUUDİ ARABİSTAN
IRAK
SURİYE
MISIR
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CEZAYİR
SUDAN
YEMEN
UMMAN
BANGLADEŞ
Norveç Denizi
Barents Denizi
Kara Denizi
Ohotsk Denizi
Bering Denizi
Kuzey Denizi
Baltık Denizi
Akdeniz
Karadeniz
Hazar Denizi
Kızıldeniz
Umman Denizi
Yemen Denizi
Moskova
Astana
Taşkent
Bişkek
Aşkabat
Kabil
Tahran
Bağdat
Ankara
Yeni Delhi
Pekin
Ulanbator
30°B 20°B 10°B 0° 10°D 20°D 30°D 40°D 50°D 60°D 80°D 100°D 120°D 130°D 140°D 150°D 160°D 170°D 180°
40°K 30°K 20°K 10°K
30°D 40°D 50°D 60°D 70°D 80°D 90°D 100°D 110°D 120°D
50°K 40°K 30°K 20°K 10°K

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Teknoloji Yolculuğumuz



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

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