OUR PLANET OUR FUTURE



MultiEnglish Year 5 - Book 8

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Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metni, soruları ve görselleri kısmen de olsa hiçbir surette alınıp yayımlanamaz.

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A NATURE WALK

One day, Emma, Yusuf, Mia, and Liam went on a walk with their class near a local forest. Their teacher, Mr Clark, was walking with them and showing them interesting things in nature. The air was fresh, and the sun was shining through the trees.

“Look at the butterflies!” said Mia. “They love wildflowers.”

Mr Clark pointed to the stream. “This freshwater is home to many tiny creatures. We must keep it clean.”

Yusuf bent down and picked up a plastic bottle. “People should stop throwing rubbish in nature.”

Emma nodded, “Let’s tell others about it.”

Liam took out his notebook. “I’ll draw what we see.”

They walked along quietly, listening to birds.

“Nature is so peaceful,” said Emma. “We have to protect it.”

Suddenly, they saw a small waterfall and took a photo.

“It’s beautiful,” said Yusuf. “But we must be careful not to leave any litter here.”

“Let’s remember this day,” said Emma. “It shows how important it is to care for the environment.”



TALKING ABOUT NATURE

Back at school, the four friends sat under a tree in the playground.

“Did you see the waterfall? It was so beautiful,” said Mia.

“And the trees gave us shade,” said Liam. “Trees are very important.”

Emma agreed. “They give us oxygen, wood, and they are home to animals.”

“Let’s make a list of things we can do to help the environment,” said Yusuf.

Emma wrote, “Recycle, reuse, and reduce.”

Mia added, “Turn off the taps. Please don’t waste a drop of water.”

Liam said, “Walk or cycle. Don’t drive short distances. Cars cause air pollution.”

They promised to do their best to help nature and shared the list with the class.

Mr Clark smiled. “You are raising awareness, and that’s a great first step.”



VISITING THE COUNTRYSIDE

The class took a trip to the countryside. They saw farmland, animals, and green fields.

“A cow!” said Liam. “It’s eating grass peacefully.”

Mr Clark explained, “Farmers need to protect the land. Using too many chemicals can harm the groundwater.”

“Can we help?” asked Emma.

“Yes,” said Mr Clark. “Buy local food and throw away less.”

Yusuf picked up a map. “There’s a valley nearby. Let’s visit it!”

In the valley, they saw bees flying around flowers.

“These bees help with pollination,” said Mia. “They’re small but powerful!”

“They are an important food source for other living things,” added Mr Clark.

They sat under a tree and talked about how much biodiversity exists in nature.



A CLEAN-UP DAY

On Saturday, the friends met to clean up a small park near their homes. Emma brought gloves and bin bags. Liam had a grabber stick.

“Let’s sort the rubbish,” said Yusuf. “Plastic, paper, and food waste.”

Mia picked up a can. “Some of this can be recycled.”

They worked hard for over an hour. The park looked much better.

“Great job, everyone!” said Emma.

A woman in the park saw them and smiled. “Thank you for helping the community.”

“It feels good to take care of nature,” said Liam.

“It’s our way of helping prevent pollution,” said Yusuf. “Even small steps can lessen the problem.”



LEARNING ABOUT ANIMALS

During the science class, Mr Clark showed pictures of endangered animals.

“These polar bears live in cold areas, but the ice is melting,” he said.

“Why is it melting?” asked Mia.

“Because of climate change. The Earth is getting warmer.”

Emma said, “We must protect wildlife.”

Yusuf read a book about whales, and Liam found one about sea turtles. They learned that plastic in the ocean can harm sea animals.

“We can share what we have learned with others,” said Mia. “Knowledge is power!”

Mr Clark added, “A scientist explained that the whale had survived despite the sea pollution. We must keep the oceans clean.”

After becoming aware of these issues, the children wanted to take action and start a project at their school.



SIMPLE CHANGES AT SCHOOL

The friends spoke to Mr Clark about making the school more eco-friendly.

“We could add signs above bins,” suggested Emma.

“I’ll draw pictures for each bin,” said Liam.

They made signs: “Paper,” “Plastic,” and “Food Waste.”

Mia put the signs on the bins in the schoolyard. Soon, more students started sorting their rubbish.

“This is great,” said Yusuf. “Small actions make a big difference.”

Mr Clark nodded. “You are helping to protect the future.”

They even made posters to raise awareness about recycling.

“We should also talk about energy consumption,” said Emma. “It’s good to use less.”

The team put up stickers in classrooms: “Turn off the lights” and “Don’t waste water.”

Their project became an example for other classes.

“It’s easy to change things when we all work together,” said Liam.

They also asked other classes to reuse paper and reduce waste. Some students brought their own water bottles instead of plastic cups.

“Every little step matters,” said Mia. “Let’s keep going!”

They had started something important, and the whole school was joining in.



EXPLORING ENERGY

In class, Mr Clark taught them about renewable and non-renewable resources.

“Wind energy and solar power are renewable,” he said. “They don’t run out.”

Emma said, “My neighbour has solar panels on their roof!”

“Coal and oil are non-renewable,” said Mia. “We should use less of them.”

Yusuf made a poster. Liam added pictures of geothermal energy sources and windmills. Together, they made a wall display called “Energy for the Future.”

Mr Clark added, “If people hadn’t used so much oil, we would not have caused such bad pollution.”

They discussed ways to adapt to a greener future.

“Will we all have smart homes?” asked Emma.

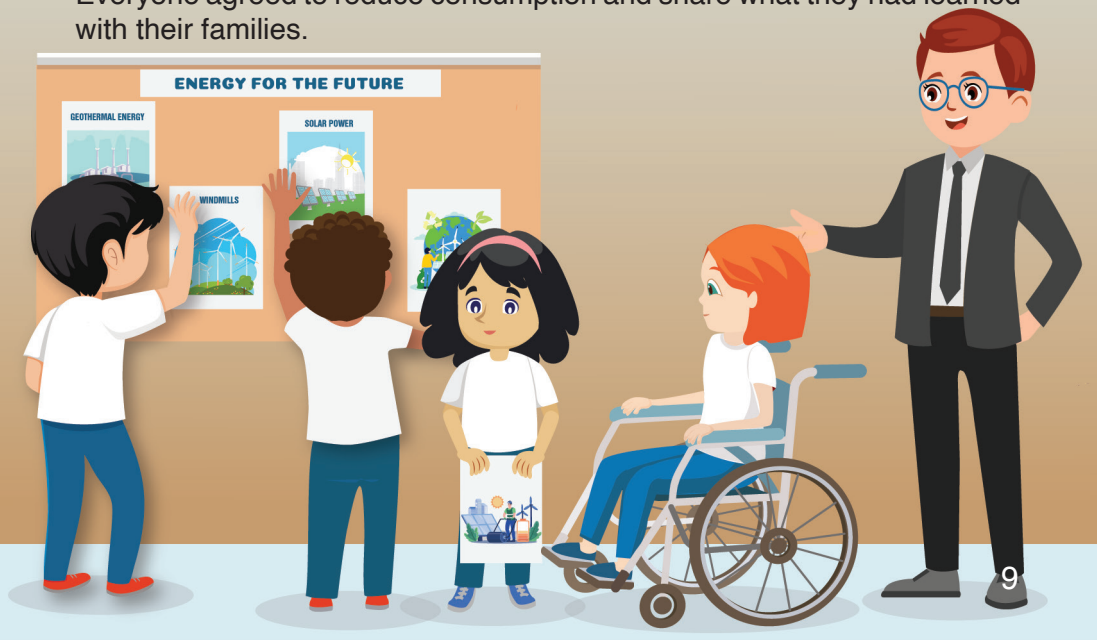
“Maybe,” said Mr Clark. “By 2050, many homes will have been equipped with smart energy systems.”

“Technology can really influence how we live,” said Yusuf.

“And we must make smart choices,” added Mia.

“Too many people still waste energy,” said Liam. “We can do better.”

Everyone agreed to reduce consumption and share what they had learned with their families.



WATCHING THE RAINFOREST

The class watched a video about the rainforest.

“It’s full of life,” said Emma. “So many colours and sounds!”

“But it’s being cut down,” said Mr Clark. “That’s called deforestation.”

“Why are people cutting it down?” asked Yusuf.

“For wood, farms, and buildings,” he said. “But we must find better ways.”

Mia drew a jungle scene. Liam wrote: “Save Trees, Save Life.”

They put the poster on the classroom door.

“Don’t harm nature!” said Emma. “It gives us everything we need.”

Mr Clark added, “People had been cutting down trees for years when they realised they were causing harm.”

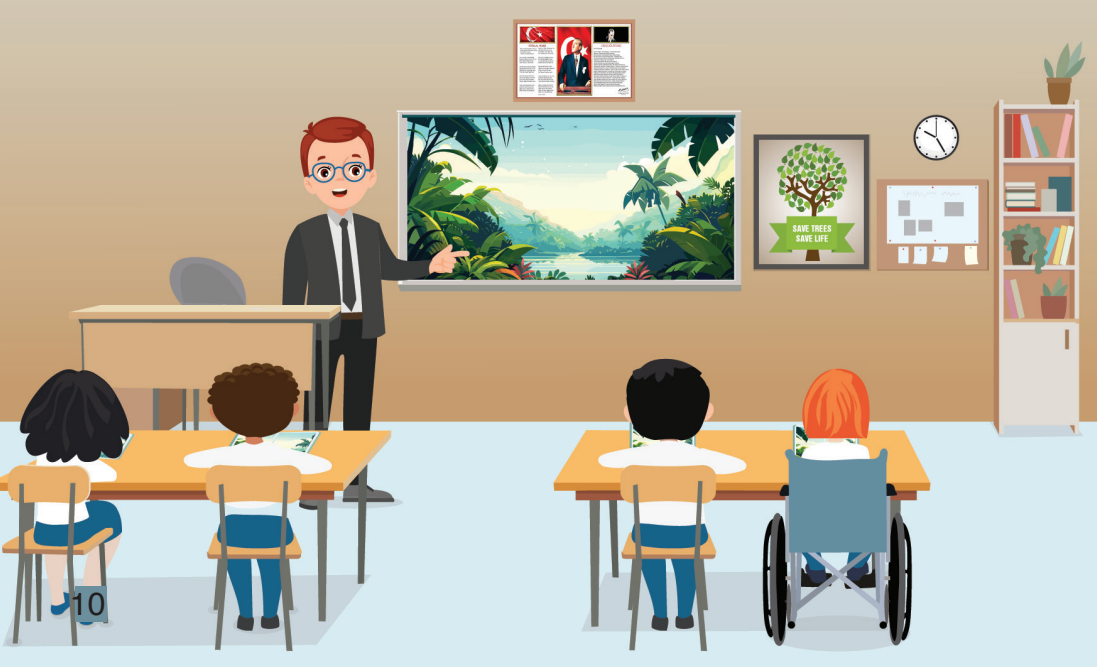
“That’s a big problem,” said Yusuf. “Too many trees are lost every year.”

“A lot of trees have been cut down in the rainforests,” added Mia.

They learned how deforestation leads to the loss of biodiversity.

“If animals lose their homes, they might not survive,” said Emma.

They all agreed to share what they had learned with their families and raise awareness.



STAYING SAFE IN NATURE

One afternoon, the class talked about safety in nature.

“Always wear a hat in the sun,” said Mr Clark. “And don’t forget to take water.”

Liam added, “Wear strong shoes if you walk on rocks.”

Mia said, “Don’t pick wild plants. They might be homes for insects.”

Emma brought a small first-aid kit and showed what was inside.

“Great idea,” said Yusuf. “We should be careful and smart.”

They made a poster: “Be Safe, Be Smart in Nature.”

“Always tell an adult where you’re going,” said Mr Clark.

Emma said, “Some plants may look safe, but they can cause illness.”

They talked about how to spot signs of floods or landslides.

“Too much rain can cause floods, and we must stay away from rivers then,” said Mr Clark.

“So it’s important to learn about nature,” added Mia.



A DAY AT THE BEACH

The class went to a clean beach to learn about sea life.

"Look at the tiny crabs!" said Liam.

Mia found a shell. "It's so pretty. But I'll leave it here."

Mr Clark showed them how to spot signs of sea pollution.

"Plastic bags can look like food to sea animals," he said.

Emma found a plastic spoon. "Let's collect rubbish before we leave."

They filled a bag and put it in a recycling bin.

"This beach is beautiful," said Yusuf. "Let's keep it that way."

Mia added, "We should not overfish. The ocean must stay full of life forms."

"They are part of the food chain," said Mr Clark. "If we lose them, we're all in trouble."

They wrote facts about pollution and overfishing in their notebooks.

"It's up to us to take care of this planet," said Emma.

"Even on holidays," smiled Liam. Mr Clark said, "You've shown great awareness and responsibility. Thank you!"

Then he added with a smile, "Next lesson we'll explore an exciting science topic. There's a surprise trip waiting for you!"



A VISIT TO THE SCIENCE CENTRE

The class visited a science centre in town. They saw displays of robots, drones, and virtual reality headsets.

Emma tried on a headset. “Wow, I’m in a forest!” she said.

Liam liked the self-driving vehicle display.

Yusuf pointed at a smart home model. “This house saves water and energy!”

Mr Clark said, “Artificial intelligence (AI) and wearable technology can help us live better.”

Mia added, “The sky’s the limit for the future!”

They tried augmented reality (AR) glasses and talked about how technology might change schools.

“Will we all study from home?” asked Emma.

“Maybe. With telecommuting, that’s possible,” said Mr Clark.

“New inventions will transform how we live and learn,” added Yusuf.

“We’ll also have to adapt,” said Mia. “Some things might feel strange at first.”

“But we can learn,” said Liam. “Just like we learned about robots and AI today.”



THINKING ABOUT THE FUTURE

Back in class, Mr Clark asked, “What did you learn this term?”

Emma said, “Nature is special and needs care.”

Mia said, “We can help in small ways.”

Liam said, “Technology can help protect the Earth.”

Yusuf said, “Life forms depend on our choices.”

Mr Clark smiled. “Well said. You are learning to be good citizens.”

They made a booklet called “Our Planet, Our Future” to keep at school.

As they walked home, they looked at the sky and smiled, ready to protect the Earth, step by step.

“If scientists hadn’t explored space, we would not have learned about other planets,” said Emma.

“By 2050, we will have discovered new ways to live smarter,” said Yusuf.

Mia nodded, “Let’s always remember to care for our world and look forward with hope.”

“Even small actions can make a big difference,” added Liam.

They all smiled and promised to keep learning and caring for the Earth, for each other, and for the future.



GLOSSARY

n: noun v: verb adj: adjective

adapt (v): To change to fit new conditions or environments

augmented reality (AR) glasses (n): Special glasses that show digital images on top of the real world

artificial intelligence (AI) (n): Computer systems that can think and make decisions like humans

beach (n): A sandy or rocky area next to the sea or ocean

coal (n): A black rock used for fuel and energy

crabs (n): Sea animals with hard shells and pincers

deforestation (n): Cutting down many trees and destroying forests

disease (n): Something that makes people or animals sick

energy consumption (n): The amount of energy people use

energy for the future (n): Clean and smart ways to make energy for future needs

first-aid kit (n): A small box with supplies to help someone who is hurt

floods (n): When too much water covers the land

food chain (n): How each living thing eats and is eaten in nature

forest (n): A large area filled with trees

geothermal energy (n): Heat energy that comes from inside the Earth

influence (n): The power to change or affect someone or something

landslides (n): When rocks and earth slide down a hill or mountain

life forms (n): All living things, such as animals, plants, or bacteria

loss of biodiversity (n): When many different types of plants and animals disappear

nature (n): Everything in the natural world, like animals, plants, rivers, and mountains

oil (n): A thick black liquid used for fuel and energy

our world (n): The Earth and everything in it

overfishing (n): Catching too many fish so they can't grow back

plastic bags (n): Bags made of plastic, often used in shopping

rainforest (n): A hot, wet forest with many trees, animals, and plants

raise awareness (v): To help people understand and care about a problem

recycling (n): Turning waste into something new and useful

reduce consumption (v): To use less energy, water, or products

renewable (adj): Energy that comes from natural sources and never runs out (like the sun or wind)

robots (n): Machines that can do jobs or tasks automatically

rubbish (n): Things we throw away; trash or garbage

safety (n): Being protected from danger or harm

science centre (n): A place where people can learn about science through fun activities

sea creatures (n): Animals that live in the sea

sea life (n): All plants and animals that live in the ocean

self-driving vehicle (n): A car or vehicle that can drive without a human

smart homes (n): Houses with technology that helps control lights, heating, and more

solar panels (n): Flat devices that use sunlight to make electricity

survive (v): To stay alive, especially in hard conditions

telecommuting (n): Working from home using a computer and the internet

transform (v): To change something completely

wearable technology (n): Electronic devices you can wear, like smartwatches

wind energy (n): Power made by moving air (wind)

windmills (n): Machines with blades that turn in the wind to make energy

QUESTIONS

Read the questions below and answer them.

1. How did the students feel about nature during their walk?

_____

2. Why did Liam suggest using pictures for the bin signs?

_____

3. What message did Liam write on the poster about trees?

_____

4. What kind of energy resources did they learn are renewable?

_____

5. According to Mia, why should we use less coal and oil?

_____

6. What did the students add to classrooms to promote energy saving?

_____

7. How did Mr Clark describe the role of bees?

_____

8. Why did the students make a wall display called “Energy for the Future”?

_____

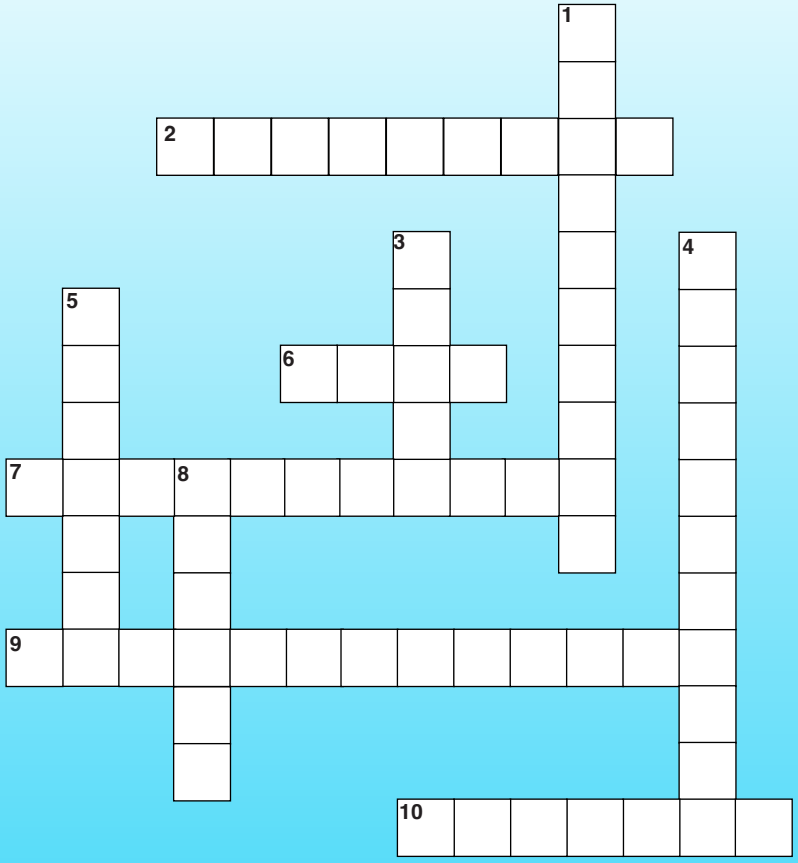
9. What did the students do in the countryside?

_____

10. According to Yusuf, what will we have done by 2050?

_____

CROSSWORD



Across

2. Using old things again to make new things
6. A black rock burned to make energy
7. Catching too many fish so they cannot grow back
9.Cutting down many trees in a forest
10. Waste or things we throw away

Down

1. Energy made from the wind
3. A sandy or rocky area next to the sea
4. Flat panels that use sunlight to make electricity
5. To stay alive, even in danger
8. Machines that can do work or tasks, sometimes like people

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The references in this section have been prepared following the principles and formatting rules of the APA Style 6th Edition.

VISUAL REFERENCES

The photos with code numbers were taken from "www.123rf.com". Web References and Visual Sources can be accessed by scanning the QR code below.

References

ANSWER KEY

Answer Key



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