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

ENGLISH

YEAR 5



LOWER SECONDARY SCHOOL AND
İMAM HATİP LOWER SECONDARY SCHOOL

ENGLISH

Year 5

Student's Book

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MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI .....:0000
DERS KİTAPLARI DİZİSİ .....:0000

Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiçbir surette alınıp yayımlanamaz.

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Millî Eğitim Bakanlığı, Talim ve Terbiye Kurulu Başkanlığının ... tarih ve ... sayılı yazısı ile ders kitabı olarak kabul edilmiştir.



İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

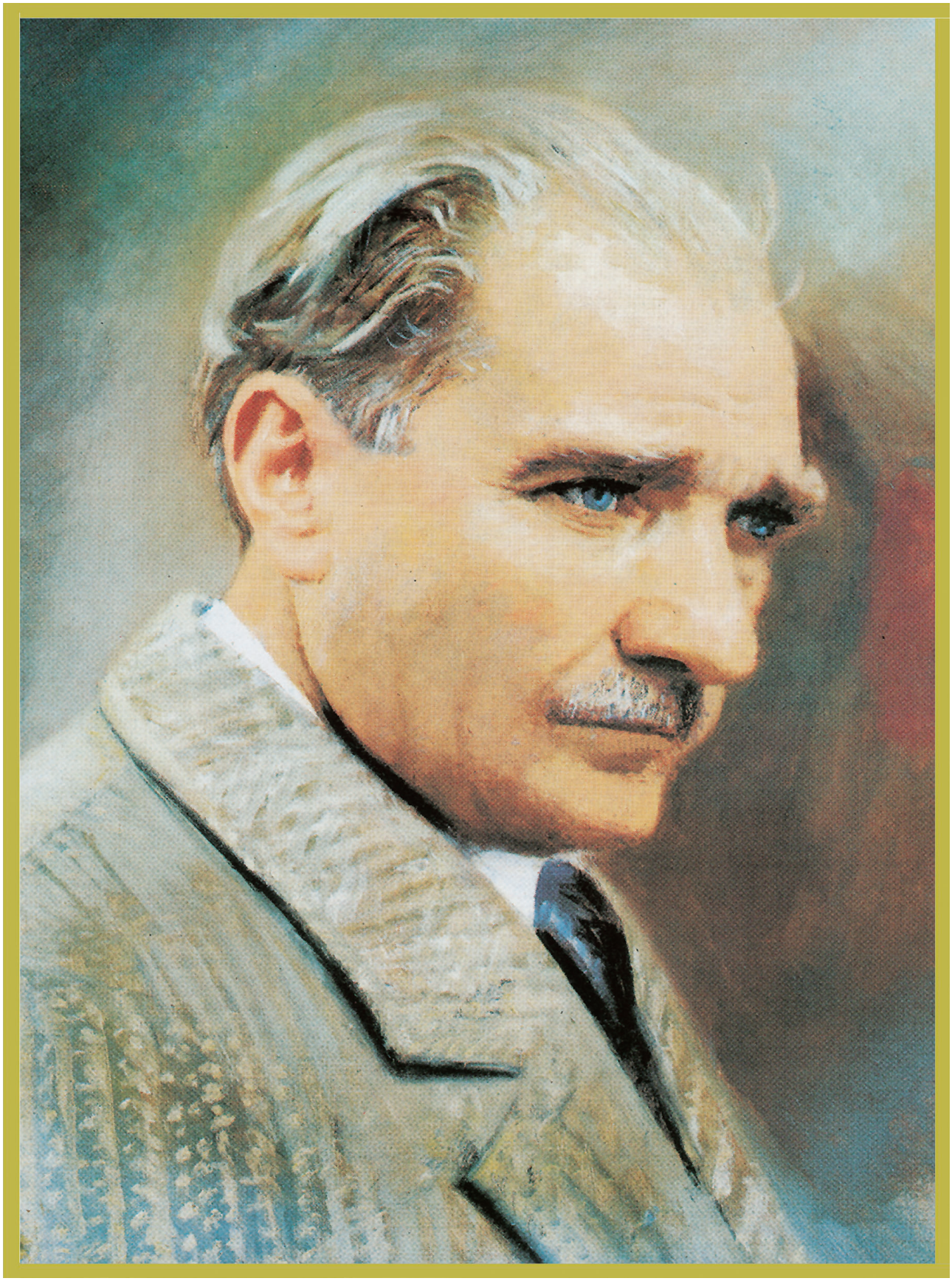
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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REVISION	**Revision 1**	- Daily routines and activities at school -Favourite school subjects and classroom activities now and in the past -Time -Seasons of the year -Physical appearances and personality -Clothing and clothing preferences	-Daily routines: The Simple Present Tense -Preference or enjoyment: "Like + gerund" -Past states: The Simple Past Tense -Ability in the past: "Could"	-Vocabulary for daily routines and activities at school -Vocabulary for favourite school subjects -Vocabulary for time and seasons of the year -Vocabulary for physical appearances and personality -Vocabulary for clothing and clothing preferences		School subjects Listening for details
REVISION	**Revision 2**	-Family members' jobs -Family members' long-lasting habits -Family members' errands -Places for services in the neighbourhood -Comparisons	-Completed actions in the past: The Simple Past Tense -Comparing three or more things: Comparisons with the regular forms of adjectives/ superlatives -Preferences or interests: Like/Love + Ving	-Vocabulary for family members' jobs -Vocabulary for family members' long-lasting habits -Vocabulary for family members' errands - Vocabulary for places for services in the neighbourhood		People with different jobs talking about their jobs/routines Listening for specific information/details
THEME 1	**School Life**	-People, places, and rules at school -School clubs -Countries -National days and celebrations	-"A, an, the": Articles -Preferences about activities: The Simple Present Tense -Giving commands: Imperatives -Obligation and rules: "Mustn't/ Can't"	-Vocabulary for people, places, and rules at school -Vocabulary for school clubs -Vocabulary for national days and celebrations	Intonation of positive statements	The first day of an international summer school Listening for gist/specific information/details
THEME 2	**Classroom Life**	-Classroom rules and language -School subjects -Timetables -Classroom objects -Days of the week -Time	-Presence of something or somebody: "There is/There are" -Responsibilities and routines: The Simple Present Tense -Asking the time of actions: "What time?"	-Vocabulary for school subjects -Vocabulary for timetables -Vocabulary for classroom objects -Vocabulary for days of the week -Vocabulary for time -Vocabulary for numbers 50-100	Intonation of negative statements	A conversation in the classroom Listening for gist/specific information/details

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READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
"Show and Tell" day Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Clothing preferences Sharing personal information	Social Language Expressions Finding out the suitable expression for different situations				
A Day at the Seaside Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Talking about daily routines Interacting in pairs	Grouping the healthy/ unhealthy food Differentiating food categories				
A blog page Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about people, places, and rules at school, countries, favourite school clubs Interacting in pairs/ groups	A reply to a blogger Sharing personal preferences	Interesting rules in different countries	How to create a new school club Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
A weekly school magazine Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about school subjects, classroom objects, time, and timetable Sharing personal information in pairs/ groups	A survey in the class Exchanging information and comparing	Interesting school activities and lessons in different countries	How to make a dream classroom Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes

THEME NO	MAIN THEME	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY SELECTION-USE	PRONUNCIATION	LISTENING & WATCHING - COMPREHENSION
THEME 3	**Personal Life**	-Basic body parts and physical features -Clothes -Daily routines and activities	-Daily routines: The Simple Present Tense -Confirming general truths: Question tags -The frequency of actions: Adverbs of frequency	-Vocabulary for basic body parts and physical features -Vocabulary for clothes -Vocabulary for daily routines and activities	Intonation of questions and question tags	Two children talking about a video game Listening for gist/specific information/details
THEME 4	**Family Life**	-Family members' routines -Family members' hobbies and activities	-Actions happening at the moment of speaking: The Present Progressive Tense -Ongoing or temporary actions: The Present Progressive Tense vs. The Simple Present Tense -Confirming ongoing actions: Question tags	-Vocabulary for family members' routines -Vocabulary for family members' hobbies and activities	Target sounds: a, b, c, d, e	Two children talking about a family photo album Listening for gist/specific information/details
THEME 5	**Life in the Neighbourhood & the City**	-Places in the neighbourhood and city -Different types of houses	-Comparisons between two things or people: Comparatives of adjectives -Ownership or relationship: Possessive 's -Habitual actions: The Simple Present Tense -Existence or location: "There is/ There are"	-Vocabulary for places for recreation and attractions in the neighbourhood and city -Vocabulary for different types of houses and furniture and kitchen utensils	Target sounds: f, g, h, i, j, k	A dialogue between a customer and a salesperson for renting a house Listening for gist/specific information/details
THEME 6	**Life in the World**	-Basic food types -Ordering in a restaurant -Food events in the city	-Permission: "Can" -Possession: "Have got/Has got" -Countable and uncountable nouns	-Vocabulary for basic food types -Vocabulary for ordering in a restaurant	Target sounds: l, m, n, o, p	A dinner at the restaurant Listening for gist/specific information/details
THEME 7	**Life in Nature**	-Types of animals in nature -Wild animals in nature -Their habitats	-Capability, ability: "Can" -External obligation: "Must" -Location or place: "Where?" -Comparing things, animals, and people: Comparative and superlative adjectives	-Vocabulary for types of animals in nature -Vocabulary for wild animals in nature -Vocabulary for their habitats	Target sounds: q, r, s, t, u	Two children visiting a national park Listening for gist/specific information/details
THEME 8	**Life in the Universe & Future**	-Planet Earth -Holidays -School holidays, places, activities, and plans for holidays	-Plans: "Be Going to Future Tense"	-Vocabulary for Planet Earth -Vocabulary for school holidays, places, activities, and plans for holidays	Target sounds: v, w, x, y, z	Planning a holiday Listening for gist/specific information/details

READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
Fashion Magazine, Style & You Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about basic body parts, physical features, clothes, daily routines, and activities Interacting in pairs/ groups	Introducing a celebrity Describing a person's features	Clothing from all around the world	How to make your wardrobe Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
A Strange Day, Isn't it? Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about family members' routines, hobbies, and activities Interacting in pairs/ groups	An unusual day in my diary Comparing an unusual day	Popular hobbies and activities in different countries	How to make an interview Presenting an interview	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
A blog page about different house types Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about places in the neighbourhood and city and different types of houses Interacting in pairs/ groups	Introducing and comparing houses	Interesting Houses, Interesting Lives	How to create a dream house Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
Spanish Churros Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about the ingredients of a dish, steps of a recipe, and ordering at restaurant Talking in pairs/groups	A recipe Explaining the steps of a recipe	Eating habits around the world	How to order in a restaurant Presenting a record	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
Animal Habitats Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about types of animals in nature, wild animals in nature, and their habitats Interacting in pairs/ groups	Introducing a favourite animal Describing an animal's features	Penguins	How to describe wild animals Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes
Postcards Skimming Scanning Reading for details	***The speaking skill is incorporated into all sections of the theme.*** Dialogues about the activities and places for holiday plans Exchanging information about holidays in pairs/ groups	A postcard from a holiday destination Describing holiday plans	Amazing holiday destinations around the world	How to plan a dream holiday Presenting a poster	Time to check your progress Reflecting on the learning process	Rating scales about the learning outcomes

ABOUT THE BOOK

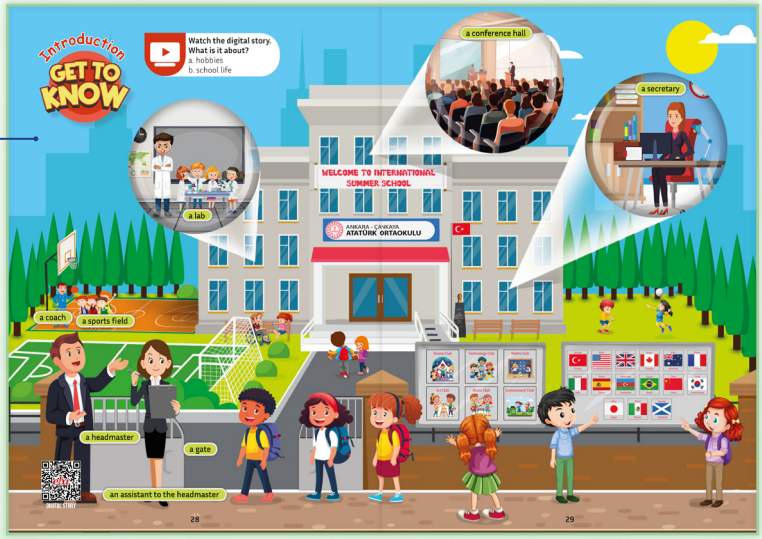
Warm-up/Well-being activities



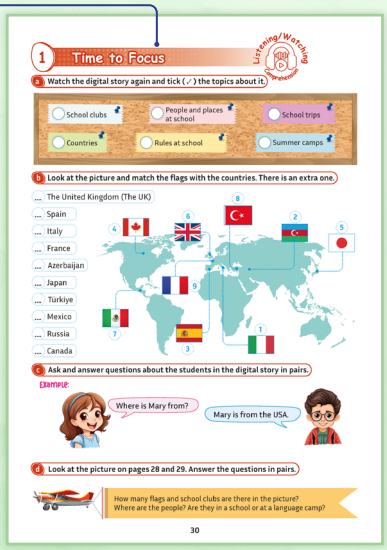
Title of the theme

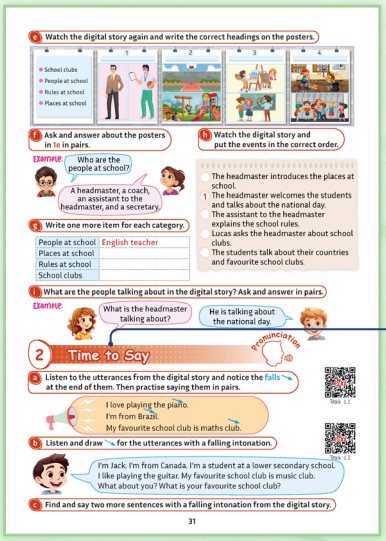
Additional activities to revise students' previous knowledge

The introductory picture for the whole theme



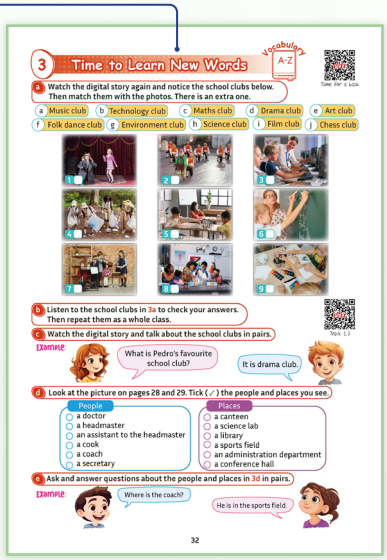
Introductory digital story for the whole theme



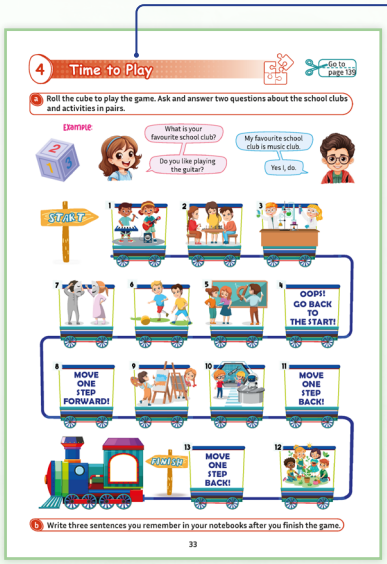


Practising intonation and sounds

Target vocabulary in use



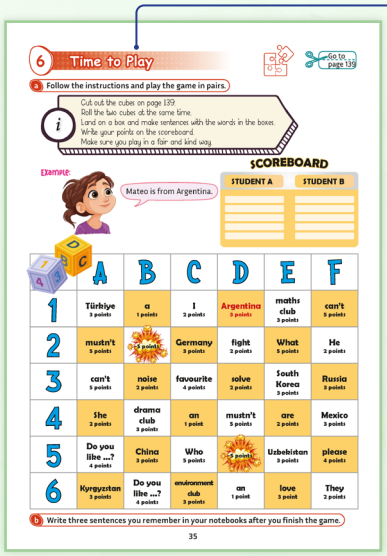
Vocabulary practice with games



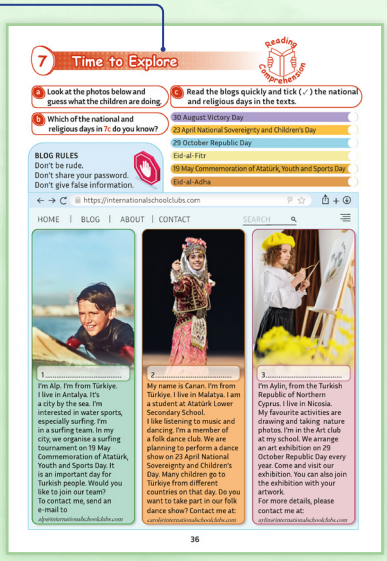
Target grammar in use



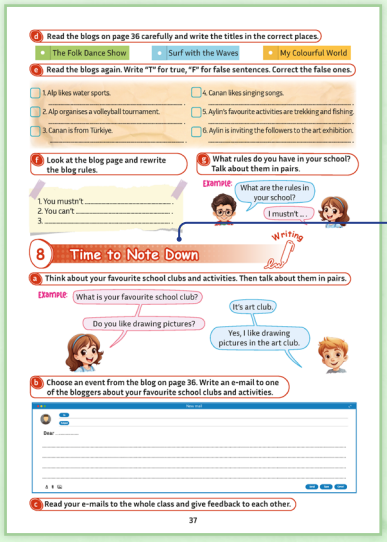
Grammar practice with games



Reading-Comprehension



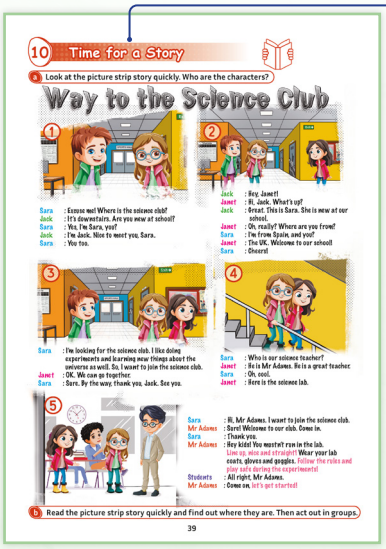
Writing-Expression



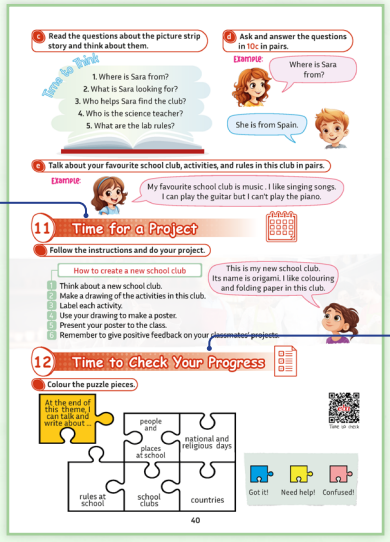
CLIL: Learning and talking about different subjects and cultures



Consolidation with a picture strip story



Projects related to the theme



Evaluation of learning outcomes & Reflection

ICONS

Listening

Reading

Pronunciation

Writing

Language in Use

Vocabulary

Time to Play

CLIL & Culture

Time for a Project

Check Yourself

Watching

REVISION 1

Sub-themes

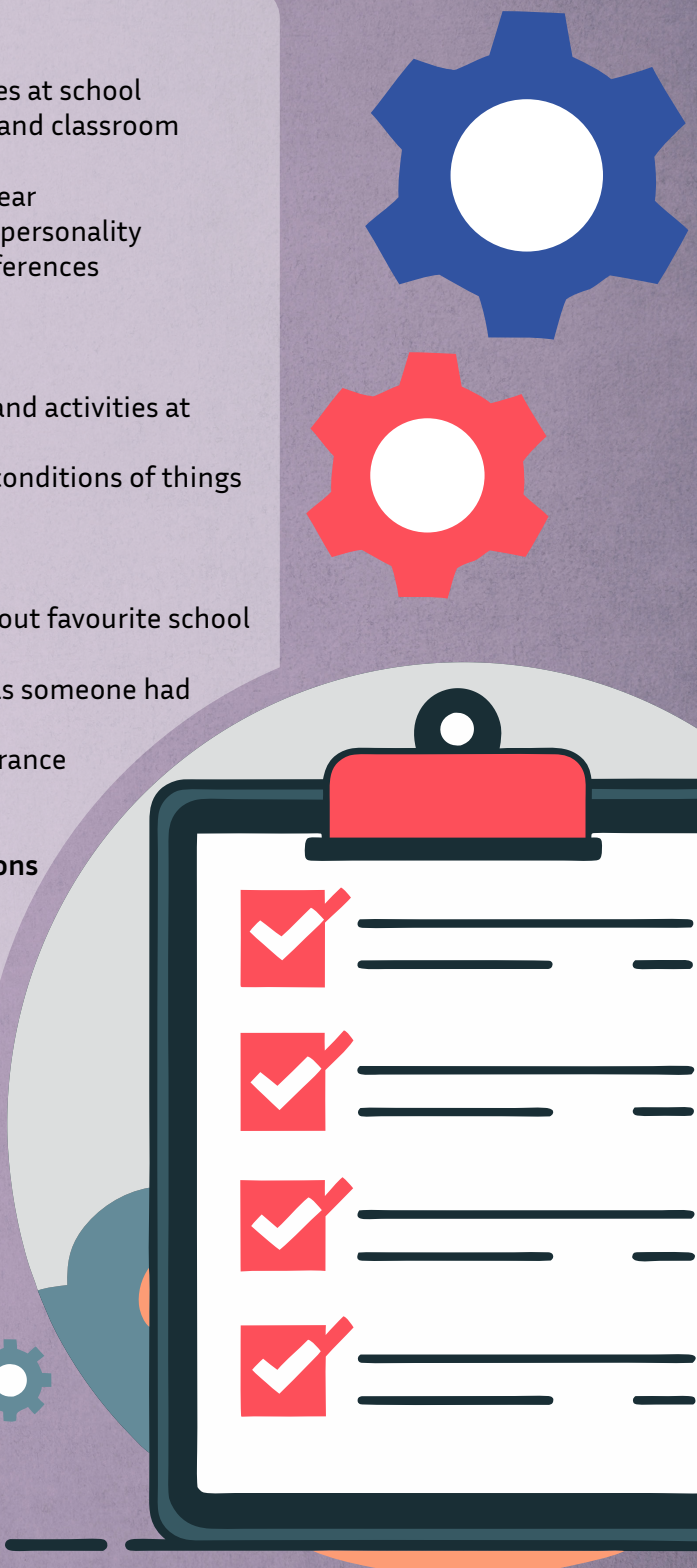
Daily routines and activities at school
Favourite school subjects and classroom activities
Time and seasons of the year
Physical appearances and personality
Clothing and clothing preferences

Functional Language

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

Social Language Expressions

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



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

Track 1

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

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

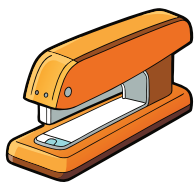
2 Read the dialogue on page 16 and fill in the table.

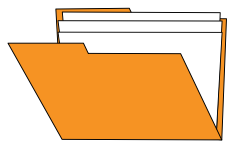
	favourite school activities	things they do on Tuesdays	things they like doing in English lessons	their favourite lesson
 Emily	club meetings			
 Nick				

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

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

a 

b 

c 

d 

e 

f 

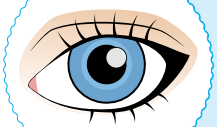
g 

h 

4 Reorder the words and write classroom instructions.

USE

talk • write • listen • read • look • check



1. please - the - at - screen

.....!



2. carefully - please

.....!



3. with - peers - your - please

.....!



4. down - this - please

.....!



5. please - this

.....!



6. please - answers - your

.....!

5 Read the text and choose the correct option.

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

Sarah : Can I start, Ms Johnson?

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

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

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

1. What does Sarah look like?

a. fat and tall b. short and thin

2. What is Sarah like?

a. kind and friendly b. funny and clever

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

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

4. What could Sarah do?

a. build a tree house b. make a snowman

5. In summer, Sarah wore....

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

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

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



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

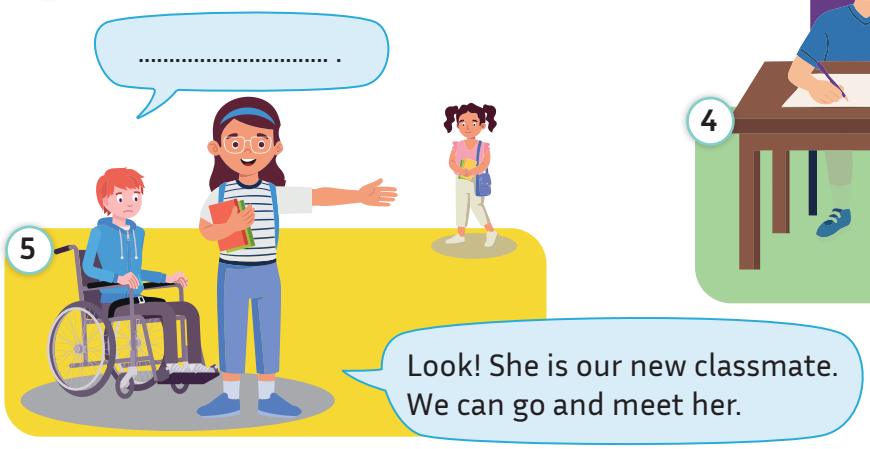
a. Feel free to use this!
b. It's raining cats and dogs.
c. Yes, it fits like a glove.
d. I'm glad to hear that.
e. Sure, let's break the ice.
f. I'm sorry to hear that.











REVISION 2

Sub-themes

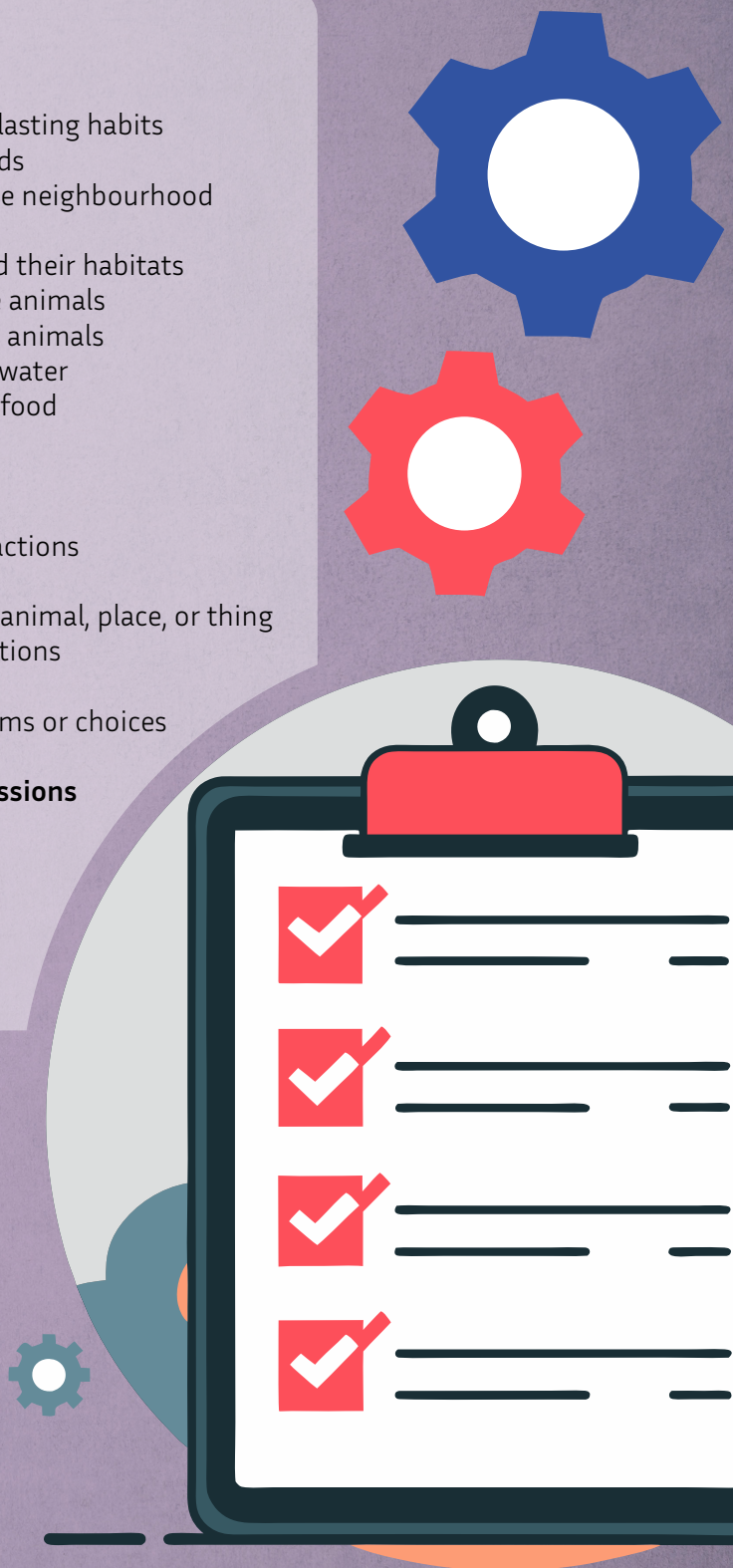
Family members' jobs
Family members' long-lasting habits
Family members' errands
Places for services in the neighbourhood
Life on the seaside
Sea/marine animals and their habitats
Activities of sea/marine animals
Dangers for sea/marine animals
Types of houses by the water
Healthy and unhealthy food

Functional Language

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

Social Language Expressions

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



1 Listen to the texts and number them.

Track 1



1

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

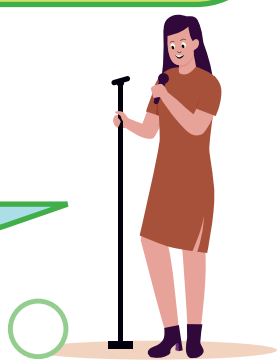
Hi! My name is Murat. I'm a farmer. I live in a village. I grow fruit and vegetables. I also take care of animals. Every morning, I get up early and work on the farm. On Saturdays, my children help me. We like working in the garden. I love nature and my job.





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

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





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

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

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

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











a. Don't worry! I'm here to help you.	
b. I grow my own food. That's great!	
c. Good job to all my students.	
d. Go ahead. You mustn't wait at the green light.	
e. I defend people at court.	
f. I look so cool when I sing.	

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

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

Where am I?

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

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

Example:



What do you like doing at the weekend?

I like listening to music.



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

6 Read the text and choose the best title.

a. A visit to the zoo
b. My trip to the mountains
c. A day at the seaside



.....

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

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

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

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

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

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

8 Group the food.

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

hamburger | fish | chocolate | eggs | nuts | sausages

spinach | ice cream

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

WARM-UP FOR WELL-BEING
GO TO 165 PAGE

SCHOOL LIFE

THEME 1

Sub-themes

People, places, and rules at school
School clubs
Countries
National and religious days, festivals, and celebrations

Functional Language

Referring to specific or non-specific people, things, or animals
Expressing a state, a condition, an identity, or a location.
Asking preferences about activities
Giving commands, directions, and instructions
Expressing obligations or rules
Asking about things, actions, times, and people involved in actions

Social Language Expressions

Let's get started!
Line up, nice and straight!
Follow the rules and play safe!



TIME TO REMEMBER

TIME FOR AN OVERVIEW

Remember to celebrate our national days with pride and respect.

GO TO THE THEME

Introduction

GET TO KNOW

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



DIGITAL STORY


a conference hall
a secretary
TERNATIONAL
SCHOOL
NKAYA
ORTAOKULU
Drama Club
Technology Club
Maths Club
Art Club
Music Club
Environment Club
Ahmet
Türkiye
Mary
The United States
Emily
the United Kingdom
Noah
Canada
Eva
Australia
Pierre
France
Roberto
Italy
Pedro
Spain
Mehriban
Azerbaijan
Lucas
Brazil
Chen
China
Jung
South Korea
Aiko
Japan
Olivia
Mexico
Harris
Scotland

1 Time to Focus

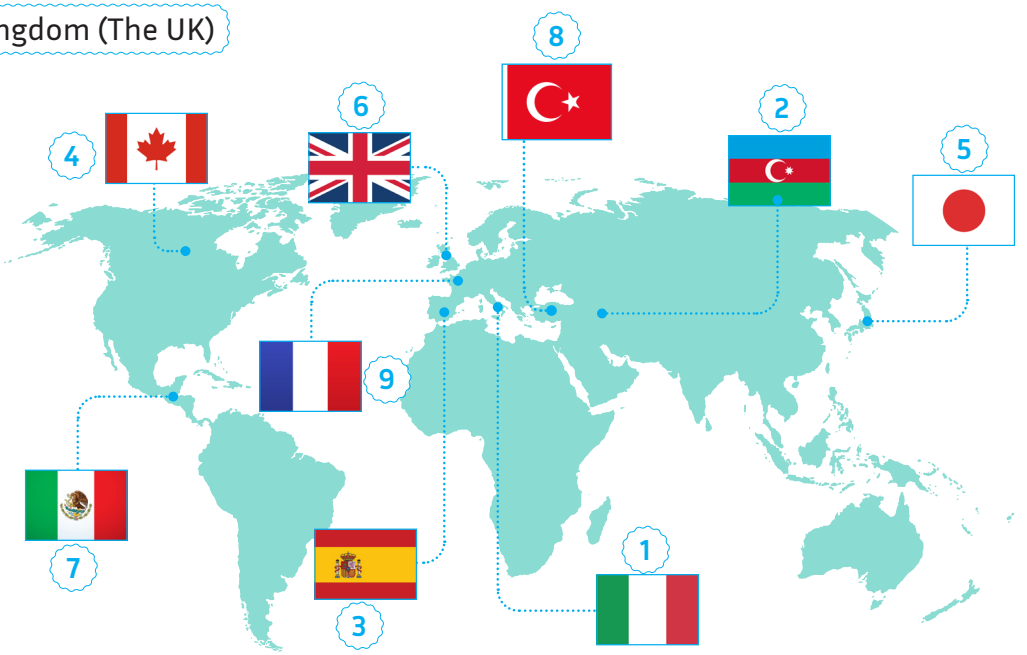
Listening/Watching Comprehension

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

- ☐ School clubs
- ☐ People and places at school
- ☐ School trips
- ☐ Countries
- ☐ Rules at school
- ☐ Summer camps

b Look at the picture and match the flags with the countries. There is an extra one.

.... The United Kingdom (The UK)
.... Spain
.... Italy
.... France
.... Azerbaijan
.... Japan
.... Türkiye
.... Mexico
.... Russia
.... Canada



c Ask and answer questions about the students in the digital story in pairs.

Example:



Where is Mary from?

Mary is from the USA.

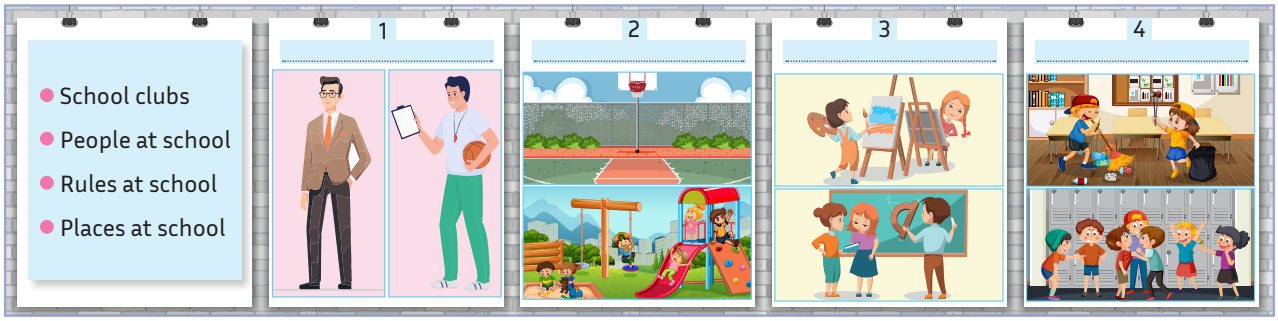


d Look at the picture on pages 28 and 29. Answer the questions in pairs.



How many flags and school clubs are there in the picture?
Where are the people? Are they in a school or at a language camp?

e Watch the digital story again and write the correct headings on the posters.



f Ask and answer about the posters in 1e in pairs.

Example:


Who are the people at school?

A headmaster, a coach, an assistant to the headmaster, and a secretary.

g Write one more item for each category.

People at school	English teacher
Places at school	
Rules at school	
School clubs	

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

- ( ) The headmaster introduces the places at school.
- (1) The headmaster welcomes the students and talks about the national day.
- ( ) The assistant to the headmaster explains the school rules.
- ( ) Lucas asks the headmaster about school clubs.
- ( ) The students talk about their countries and favourite school clubs.

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

Example:

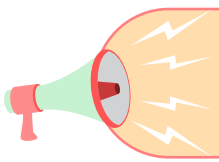

What is the headmaster talking about?
He is talking about the national day.


2 Time to Say

Pronunciation

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

Track 1.1


I love playing the piano. ↘
I'm from Brazil. ↘
My favourite school club is maths club. ↘

b Listen and draw ↘ for the utterances with a falling intonation.

Track 1.2


I'm Jack. I'm from Canada. I'm a student at a lower secondary school. I like playing the guitar. My favourite school club is music club. What about you? What is your favourite school club?

c Find and say two more sentences with a falling intonation from the digital story.

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a Watch the digital story again and notice the school clubs below. Then match them with the photos. There is an extra one.

a Music club | b Technology club | c Maths club | d Drama club | e Art club
f Folk dance club | g Environment club | h Science club | i Film club | j Chess club



















b Listen to the school clubs in 3a to check your answers. Then repeat them as a whole class.

Track 1.3

c Watch the digital story and talk about the school clubs in pairs.

Example:



What is Pedro's favourite school club?

It is drama club.



d Look at the picture on pages 28 and 29. Tick (✓) the people and places you see.

People	Places
◯ a doctor	◯ a canteen
◯ a headmaster	◯ a science lab
◯ an assistant to the headmaster	◯ a library
◯ a cook	◯ a sports field
◯ a coach	◯ an administration department
◯ a secretary	◯ a conference hall

e Ask and answer questions about the people and places in 3d in pairs.

Example:



Where is the coach?

He is in the sports field.



4 Time to Play

Go to page 139

a Roll the cube to play the game. Ask and answer two questions about the school clubs and activities in pairs.

Example:





What is your favourite school club?

Do you like playing the guitar?

My favourite school club is music club.

Yes I, do.





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

5 Time to Keep in Mind

Language in Use

Time for a task

GUESS WHO

a Look at the cards. Talk about the clues and guess the person. Work in pairs.

TIME TO REMEMBER!

I am Alex. I'm a student. I'm from the USA. This is my friend, Graham. He is from Scotland. We are in the music club. We play musical instruments in this club.

Student Card



Name : Valeria
Country : Spain
Club : Art

Student Card



Name : Maysa
Country : Turkmenistan
Club : Drama

Student Card



Name : Jurgen
Country : Germany
Club : Technology

Student Card



Name : Edward
Country : England
Club : Sports

Example:



She is from Spain. She is in the art club. Who is she?

She is Valeria.



b Do the questionnaire. Work in pairs.

1. What is your favourite subject at school?
   ..... .
2. Who is your best friend?
   ..... .
3. Do you like reading books in your free time?
   Yes ☐ No ☐
4. Do you enjoy solving problems?
   Yes ☐ No ☐

TIME TO REMEMBER!

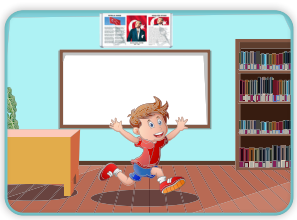
A: Who is your English teacher?
B: Ms Wilson is my English teacher.

c Look at the pictures and talk about them.

TIME TO REMEMBER!

Don't shout in the library.
You mustn't/can't shout in the library.

Example:









Don't run in the classroom.

You can't run in the classroom.





6 Time to Play

Go to page 139

a Follow the instructions and play the game in pairs.

i

Cut out the cubes on page 139.
Roll the two cubes at the same time.
Land on a box and make sentences with the words in the boxes.
Write your points on the scoreboard.
Make sure you play in a fair and kind way.

Example:



Mateo is from Argentina.

SCOREBOARD

STUDENT A	STUDENT B



	A	B	C	D	E	F
1	Türkiye 3 points	a 1 points	I 2 points	Argentina 3 points	maths club 3 points	can't 5 points
2	mustn't 5 points	-5 points	Germany 3 points	fight 2 points	What 5 points	He 2 points
3	can't 5 points	noise 2 points	favourite 4 points	solve 2 points	South Korea 3 points	Russia 3 points
4	She 2 points	drama club 3 points	an 1 point	mustn't 5 points	are 2 points	Mexico 3 points
5	Do you like ...? 4 points	China 3 points	Who 5 points	-5 points	Uzbekistan 3 points	please 4 points
6	Kyrgyzstan 3 points	Do you like ...? 4 points	environment club 3 points	an 1 point	love 3 point	They 2 points

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

7 Time to Explore

Reading Comprehension

a Look at the photos below and guess what the children are doing.

b Which of the national and religious days in 7c do you know?

c Read the blogs quickly and tick (✓) the national and religious days in the texts.

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

BLOG RULES
Don't be rude.
Don't share your password.
Don't give false information.



https://internationalschoolclubs.com

HOME | BLOG | ABOUT | CONTACT SEARCH



1.....

I'm Alp. I'm from Türkiye. I live in Antalya. It's a city by the sea. I'm interested in water sports, especially surfing. I'm in a surfing team. In my city, we organise a surfing tournament on 19 May Commemoration of Atatürk, Youth and Sports Day. It is an important day for Turkish people. Would you like to join our team?
To contact me, send an e-mail to
alp@internationalschoolclubs.com



2.....

My name is Canan. I'm from Türkiye. I live in Malatya. I am a student at Atatürk Lower Secondary School.
I like listening to music and dancing. I'm a member of a folk dance club. We are planning to perform a dance show on 23 April National Sovereignty and Children's Day. Many children go to Türkiye from different countries on that day. Do you want to take part in our folk dance show? Contact me at:
carol@internationalschoolclubs.com



3.....

I'm Aylin, from the Turkish Republic of Northern Cyprus. I live in Nicosia.
My favourite activities are drawing and taking nature photos. I'm in the Art club at my school. We arrange an art exhibition on 29 October Republic Day every year. Come and visit our exhibition. You can also join the exhibition with your artwork.
For more details, please contact me at:
aylin@internationalschoolclubs.com

d Read the blogs on page 36 carefully and write the titles in the correct places.

- The Folk Dance Show
- Surf with the Waves
- My Colourful World

e Read the blogs again. Write "T" for true, "F" for false sentences. Correct the false ones.

1. Alp likes water sports. .....
2. Alp organises a volleyball tournament. .....
3. Canan is from Türkiye. .....
4. Canan likes singing songs. .....
5. Aylin's favourite activities are trekking and fishing. .....
6. Aylin is inviting the followers to the art exhibition. .....

f Look at the blog page and rewrite the blog rules.

1. You mustn't ..... .
2. You can't ..... .
3. ..... .

g What rules do you have in your school? Talk about them in pairs.

Example:



What are the rules in your school?

I mustn't ... .



8 Time to Note Down

Writing

a Think about your favourite school clubs and activities. Then talk about them in pairs.

Example:

What is your favourite school club?

It's art club.

Do you like drawing pictures?

Yes, I like drawing pictures in the art club.





b Choose an event from the blog on page 36. Write an e-mail to one of the bloggers about your favourite school clubs and activities.

New mail

To

Subject

Dear .....

Send Save Cancel

c Read your e-mails to the whole class and give feedback to each other.

9 Time to Learn More

CLIL&Culture

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

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



a. .....



b. .....



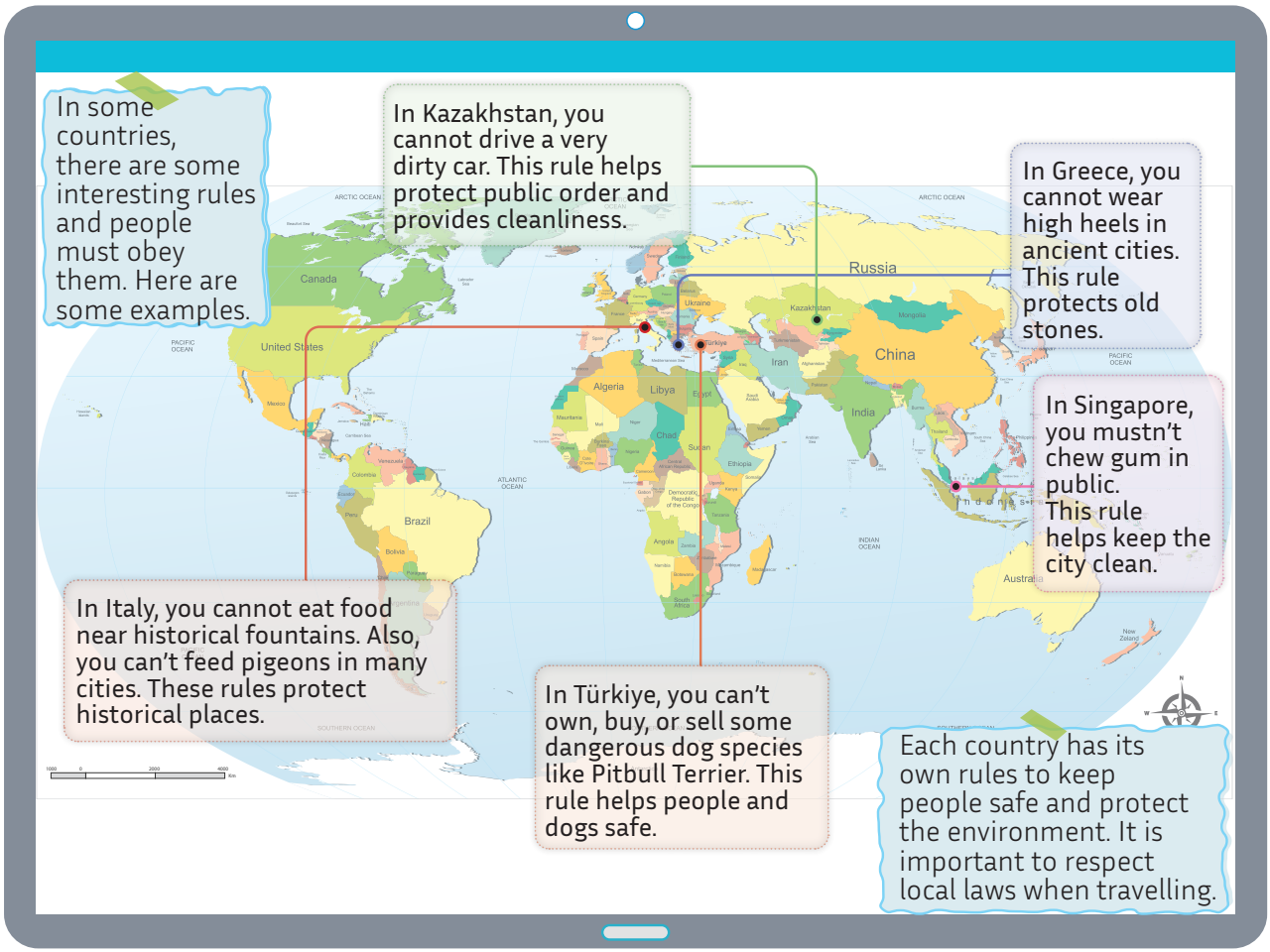
c. .....



d. .....



e. .....



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

Example:



What can't you do in Singapore?

You can't chew gum in public.



d Think about interesting rules in your country. Talk about them.

Example:



In my country, ...

10 Time for a Story

a Look at the picture strip story quickly. Who are the characters?

Way to the Science Club



Sara : Excuse me! Where is the science club?
Jack : It's downstairs. Are you new at school?
Sara : Yes, I'm Sara, you?
Jack : I'm Jack. Nice to meet you, Sara.
Sara : You too.



Jack : Hey, Janet!
Janet : Hi, Jack. What's up?
Jack : Great. This is Sara. She is new at our school.
Janet : Oh, really? Where are you from?
Sara : I'm from Spain, and you?
Janet : The UK. Welcome to our school!
Sara : Cheers!



Sara : I'm looking for the science club. I like doing experiments and learning new things about the universe as well. So, I want to join the science club.
Janet : OK. We can go together.
Sara : Sure. By the way, thank you, Jack. See you.



Sara : Who is our science teacher?
Janet : He is Mr Adams. He is a great teacher.
Sara : Oh, cool.
Janet : Here is the science lab.



Sara : Hi, Mr Adams. I want to join the science club.
Mr Adams : Sure! Welcome to our club. Come in.
Sara : Thank you.
Mr Adams : Hey kids! You mustn't run in the lab. Line up, nice and straight! Wear your lab coats, gloves and goggles. Follow the rules and play safe during the experiments!
Students : All right, Mr Adams.
Mr Adams : Come on, let's get started!

b Read the picture strip story quickly and find out where they are. Then act out in groups.

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

Time to Think

1. Where is Sara from?
2. What is Sara looking for?
3. Who helps Sara find the club?
4. Who is the science teacher?
5. What are the lab rules?

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

Example:



Where is Sara from?

She is from Spain.



e Talk about your favourite school club, activities, and rules in this club in pairs.

Example:



My favourite school club is music . I like singing songs. I can play the guitar but I can't play the piano.

11 Time for a Project

Follow the instructions and do your project.

How to create a new school club

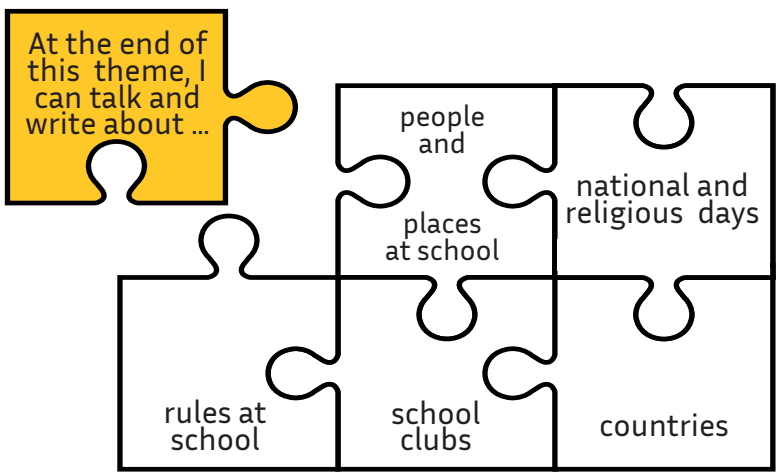
1. Think about a new school club.
2. Make a drawing of the activities in this club.
3. Label each activity.
4. Use your drawing to make a poster.
5. Present your poster to the class.
6. Remember to give positive feedback on your classmates' projects.

This is my new school club. Its name is origami. I like colouring and folding paper in this club.

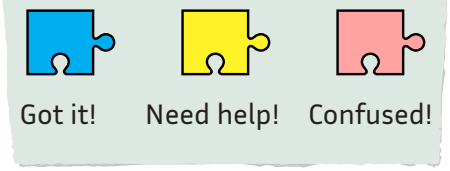


12 Time to Check Your Progress

Colour the puzzle pieces.



Time to check



WARM-UP FOR WELL-BEING
GO TO 165 PAGE

CLASSROOM LIFE

THEME 2

TIME TO REMEMBER

TIME FOR AN OVERVIEW

GO TO THE THEME

Sub-themes

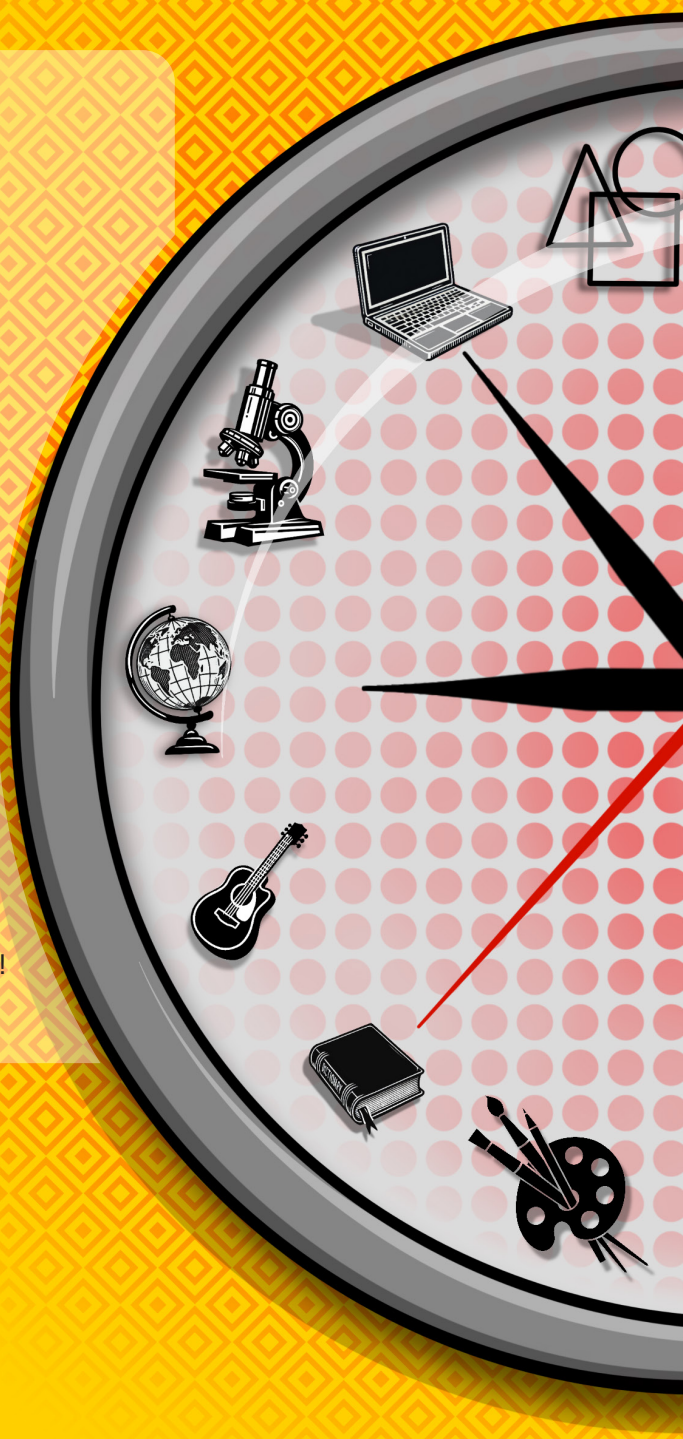
Classroom rules and language
School subjects
Timetables
Classroom objects
Days of the week
Time

Functional Language

Describing different roles in the classroom
Describing routines in the classroom
Expressing the presence of something or somebody
Telling the time
Asking about the time of actions

Social Language Expressions

Make the grade if you want to join the Sports club!
Please don't skip the lesson!
Give me a hand for this homework!
I don't feel all right!
I'd love to!



Don't forget to support your classmates when they feel sad or need help.

Introduction

GET TO KNOW

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



DIGITAL STORY


a timetable
a rubbish bin
a smart board
a dictionary
NUMBERS
50 Fifty
60 Sixty
70 Seventy
80 Eighty
90 Ninety
100 A hundred

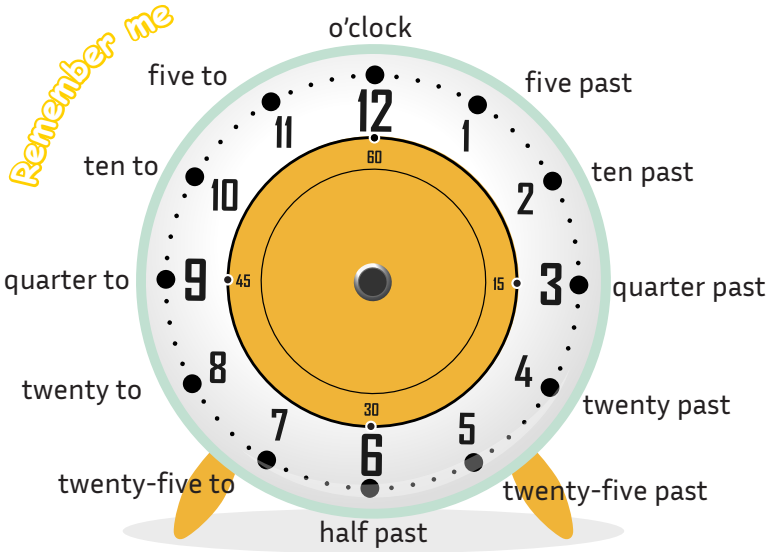
1 Time to Focus

Listening/Watching Comprehension

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

- ☐ After school activities
- ☐ Timetables
- ☐ School clubs
- ☐ Homework
- ☐ School subjects
- ☐ Classroom objects
- ☐ Time
- ☐ Classroom rules
- ☐ Days of the week

Remember me



b Watch the digital story carefully and match the time with the school subjects. There is an extra one.





c Talk about the time of the school subjects in 1b.

Example:



The P.E. lesson starts at one o'clock in the afternoon.

d Look at the picture on pages 42 and 43. Answer the questions in pairs.



1. Where are the students?
2. Which school objects do you know ?
3. How many students are there?

e Watch the digital story again and write the missing school subjects.

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30	.....	Turkish	English	Turkish	Maths
09:20	Maths	Turkish	English	.....	Maths
10:15	.....	English	Turkish	Social Studies	Religion and Morals
11:00	Science	.....	Turkish	.....	Religion and Morals
Lunch Break					
13:00	IT	Science	.....	Art	Drama
13:50	IT	Science	P.E.	Turkish	.....
14:40	Elective Lesson	Elective Lesson	Elective Lesson	Elective Lesson	Elective Lesson

f Look at the timetable above. Ask and answer about each school subject on the timetable. Work in pairs.

Example:



What time does Maths lesson start on Monday?

It starts at half past eight.



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

- ( ) The students ask the teacher about school subjects, their time, and days.
- ( ) The teacher warns the students to walk slowly.
- ( ) The teacher reminds the students about the classroom rules.
- (1) The teacher shows the new timetable.
- ( ) Efe tells his favourite lesson.

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

Example:



What is the teacher talking about?



She is talking about the new timetable.

2 Time to Say

Pronunciation

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

Track 2.1



No, there isn't a Science lesson today.

We don't have a Maths lesson on that day.

b Listen and draw ↗ or ↘ for each sentence. Then read the text aloud.

Track 2.2



We have seven lessons a day. We don't have any Maths lessons on Monday. I'm not good at solving problems. I love English but we don't have an English lesson every day.

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

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a Watch the digital story again and notice the school subjects below. Then match them with the photos. There is an extra one.

a Music | b Social Studies | c Physical Education (P.E.) | d Information Technology (IT)
e Maths | f Turkish | g Religion and Morals | h Science | i Art | j English


1 ☐


2 ☐



3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐


9 ☐

b Listen to the school subjects in 3a to check your answers. Then repeat them as a whole class.

Track 2.3

c Put the days of the week in the correct order.

1 Monday | ☐ Sunday | ☐ Saturday | ☐ Friday
☐ Thursday | ☐ Tuesday | ☐ Wednesday

d Watch the digital story carefully again. Ask and answer about the timetable.

Example:

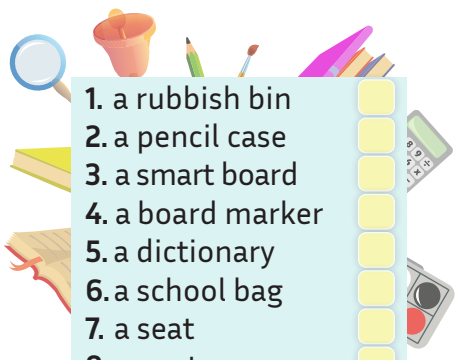


Do they have Maths lesson on Monday?

Yes, they have Maths lesson every Monday.



e Look at the picture on pages 42 and 43. Tick (✓) the classroom objects you see.



1. a rubbish bin ☐
2. a pencil case ☐
3. a smart board ☐
4. a board marker ☐
5. a dictionary ☐
6. a school bag ☐
7. a seat ☐
8. a poster ☐

f Listen to Ceren and circle the numbers you hear.

Track 2.4

78	58	100	97
63	54	82	91

4 Time to Play

Go to page 141

a Play the "Memory Game" in pairs.

i Turn the cards upside down. Match the pictures with their explanations. Find more pairs and win the game.



b Talk about the classroom objects in 4a.

Example:



I throw rubbish in a rubbish bin.

c What other classroom objects do you use in your lessons? Talk about them.

Example:



I use ...

5 Time to Keep in Mind

Language in Use

Time for a task

a **Watch the digital story and answer the questions in pairs.**

TIME TO REMEMBER!

A: How many books and dictionaries are there in the bookcase?
B: There are fifty-eight books. There is a dictionary.

1. Is there a P.E. lesson every Wednesday?
2. How many lessons are there in a week?
3. How many Art lessons are there in a week?
4. Is there a Music lesson every Friday?

Example:



Is there a P.E. lesson every Wednesday?

Yes, there is.



b **Match the days with the school subjects from the digital story. Then talk about them. There is an extra one.**

1. Monday	1 e	a. P.E.
2. Tuesday	2	b. Music
3. Wednesday	3	c. Science
4. Thursday	4	d. Social Studies
5. Friday	5	e. Maths
		f. Foreign Language

Example:

They have Maths lessons every Monday, but they don't have Maths every Tuesday.



TIME TO REMEMBER!

They have Science lessons every Monday.

c **Circle the correct words in bold. Change the underlined words to make new dialogues. Then act out in pairs.**

TIME TO REMEMBER!

A: Can you lend me your pencil?
B: Of course. Here you are.

A: Can you give **me/you** these crayons, please?
B: Yes, you can take **us/them**. Oh! Wait a second! They're Mary's. Please ask **him/her.**
A: OK.

d **Draw the time of the lessons in the digital story. Then ask and answer questions in pairs.**

1. P.E.



2. Science



3. Social Studies



4. Maths



5. Art



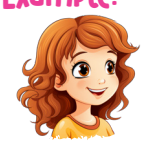
6. Music



TIME TO REMEMBER!

A: What time is it?
B: It is one o'clock.
A: What time does the Science lesson start?
B: It starts at quarter past one.

Example:



What time does the P.E. lesson start?

It starts at one o'clock in the afternoon.



6 Time to Play

Go to page 143

a Follow the instructions and play the game in pairs.

i

Cut out the cards on page 143.
Match the halves of the cards to make questions.
Ask and answer about the picture in pairs.
Make sure you play in a fair and kind way.

Example:

Is there | a book on the teacher's desk?



Is there | a book on the teacher's desk?

Example:



Is there a book on the teacher's desk?

Yes, there is a book on the teacher's desk.



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

7 Time to Explore

Reading Comprehension

a **Read the weekly magazine quickly and answer the questions.**

1. Who is the star student?
2. What is her/his favourite school subject?

CUMHURİYET LOWER SECONDARY SCHOOL 5/A WEEKLY MAGAZINE



TICKET

We have a school trip this weekend.
Do you want to join us?
Topkapı Palace Museum
on Saturday
at 09.15
Don't be late in the morning!

ATTENTION!!!

- Don't throw rubbish on the ground.
- Don't run in the classroom.
- Raise your hand to speak.
- Listen to your teachers carefully.
- Don't shout at your friends.

Our New Timetable

08.30

Monday	Tuesday	Wednesday	Thursday	Friday
Science	Maths	Turkish	English	P.E.
Science	Maths	Turkish	English	P.E.
Art	Social Studies	Science	Maths	Social Studies
Art	Social Studies	Science	Maths	Social Studies
English	IT	Music	Drama	Religion and Morals
English	IT	Music	Drama	Religion and Morals
Maths	Turkish	Maths	Turkish	Turkish

15.20

FUN CORNER

MY CLASSROOM

A poster on the wall,
Books are big and small.
The bookshelf is here,
The rubbish bin is clean and clear.

My pencil case is full of cheer,
Pen and pencils, I lend and share.
This is my class, I always care,
I learn new things, year by year.

TONGUE TWISTERS

I meet Kate at quarter to eight,
I see her at the gate, so don't be late.

I scream, you scream, we all scream
for ice cream.

DO YOU KNOW? There are sixty-five teachers in our school!

STAR STUDENT



Hi, I am Mert. I'm in year 5. I am a careful student. I like all school subjects but my favourite is Art. I like drawing and painting. It is fun to imagine and create a picture. My Art lesson is at ten o'clock every Monday. I can't wait for Mondays.

b **Read the weekly magazine and match the halves of the sentences. There is an extra one.**

1. There are thirty-five lessons ...
2. The poem is ...
3. Mert's Art lesson is ...
4. You can't ...
5. The school starts ...

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

a. at ten o'clock every Monday.
b. at 8.30 and finishes at 15.20 on weekdays.
c. keep the classroom clean.
d. about classroom objects.
e. run in the classroom.
f. on the timetable.

c Read the weekly magazine on page 50 again. Ask and answer about the new timetable in pairs.

Example:



When is the Science lesson?

It is on Monday and Wednesday.



d Talk about your timetable.

Example:

I have a Turkish lesson on Monday.



8 Time to Note Down

Writing

a Make a survey in the class. Ask your friends about their favourite school subjects with their time, day, and materials. Take notes about their answers in the chart.

Example:



What is your favourite school subject?

My favourite school subject is ...



	Favourite School Subjects	Time	Day	Classroom Objects
Me				
My friend				
My friend				

b Look at your notes in 8a. Write about you and your friends. Then read your paragraphs to the whole class.

My favourite school subject is ..... . It is at ..... on ..... .

I use ..... in this lesson.

My friend .....'s favourite school subject is .....

.....

My friend .....'s favourite school subject is .....

.....

9 Time to Learn More

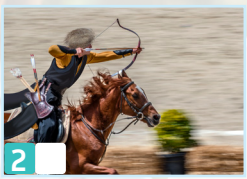
CLIL&Culture

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

b Read the texts quickly and write a suitable title.

c Read the texts and match the photos with the paragraphs. There is an extra one.


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐

.....

A Children in Japan start school at the age of six. They study many subjects like Maths, Science, and English. Lessons are about 45 minutes long. At lunchtime, students generally eat in their classrooms. After lunch, students clean their classrooms together. They learn teamwork skills and show respect for their study places.

B Children in Finland start school at the age of seven. They learn many school subjects. They also learn how to play and work in groups. They grow fruit and vegetables in the school garden. They take their products to their homes. Teachers don't give students homework.

C Children in India start school at the age of six or seven. English is the main language for teaching in many schools. Students start the day with "Happiness Lessons" in Delhi. They do gentle and relaxing exercises in these lessons, not ordinary schoolwork. After the happiness lessons, students feel happy and ready to start the other lessons.

D Children in Azerbaijan start school at the age of six. Some of them learn traditional sports like oil wrestling, horseback riding, and horseback javelin. These sports lessons help students be physically fit and healthy. They also connect students to their culture and history.

d Read the texts again and choose the correct paragraph (A-B-C-D) for each sentence.

1. Students do not do schoolwork in the first lesson.	A	B	C	D
2. Students do farming in the school garden.	A	B	C	D
3. Students learn about their history and culture.	A	B	C	D
4. Students clean their own classrooms.	A	B	C	D
5. Students do not have homework.	A	B	C	D
6. Students start the day with a happiness lesson.	A	B	C	D
7. Students do many traditional sports.	A	B	C	D
8. Students eat in the classroom at lunchtime.	A	B	C	D

e Think about your own country. Are there any interesting school activities? Talk in pairs.

10 Time for a Story

a Look at the pictures quickly and answer the questions.

1. Where are the children?
2. What is Janet pointing at?

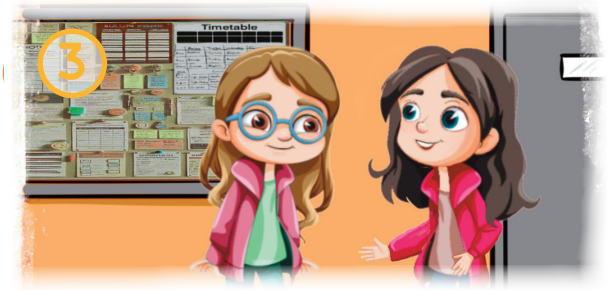
My Favourite Lesson



Janet : Hey, Sara! How are you doing?
Sara : Hi, Janet. I don't feel all right!
Janet : Why? What's the matter?
Sara : There is a quiz today and I'm not ready for it.
Janet : Don't worry! You can be better prepared next time.



Janet : Oh, our P.E. lesson is at half past one.
Sara : That's great. I want to be in the school team and join the basketball tournament next month.
Janet : You can talk to the coach about it.
Sara : OK. That's a good idea!
Janet : Make the grade if you want to join the team!
Sara : Sure, I can.



Janet : As you know, we have a Social Studies lesson today and remember, we have a new project.
Sara : Oh, yes.
Janet : Hey, give me a hand for this project! Would you like to join my study group?
Sara : Yes, I'd love to! What materials do we need?
Janet : Scissors, coloured pencils, glue, a ruler, sheets, and a rubber.
Sara : I can bring the sheets and a rubber.
Janet : OK. Let's go to the classroom and get started!



Sara : What time is it, Janet?
Janet : Oh, it is five to one. You can go and see the coach, now. We can finish this project later.
Sara : OK, then.
Janet : Please don't skip the lesson!
Sara : All right. See you, then.

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

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

Time to Think

1. Why isn't Sara OK?
2. What time does the P.E. lesson start?
3. When is the basketball tournament?
4. Why does Sara need to see the coach?
5. What do they need for the project?

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

Example:



Why isn't Sara OK?

Because she isn't ready for the quiz.



e What is your favourite school subject? Talk about the time, day, and materials of it in pairs.

Example:



My favourite school subject is... . It is at ... on ... . I need a ... .

11 Time for a Project



Follow the instructions and do your project.

How to make a dream classroom

1. Think about your dream classroom.
2. Make a timetable.
3. Make a drawing of school subjects.
4. Label each school subject on the timetable.
5. List the classroom rules.
6. Use your drawing and list to make a poster.
7. Present your poster to the class.
8. Remember to give positive feedback on your classmates' projects.

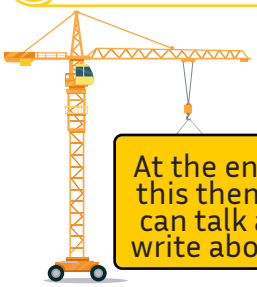
This is my dream classroom. I have an English lesson every day. I need a dictionary in this lesson.



12 Time to Check Your Progress



Colour the bricks.



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

classroom rules and language	school subjects	timetables
classroom objects	days of the week	time

Got it!

Need help!

Confused!

Time to check

Time to sing

WARM-UP FOR WELL-BEING
GO TO 165 PAGE

PERSONAL LIFE

THEME 3

Sub-themes

Basic body parts and physical features
Clothes
Daily routines and activities

Functional Language

Expressing daily routines
Confirming general truths
Expressing the frequency of actions

Social Language Expressions

I'll pop round to see you later!
Don't make fun of people!
Let's sort out the problem!



TIME TO REMEMBER

TIME FOR AN OVERVIEW

Speak kindly and don't show off.

GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story. What is it about?

a. clothes shop in the city

b. clothes and body parts



DIGITAL STORY


UR AVATAR
ACTIVITIES
ACCESSORIES
trousers
a shirt

1 Time to Focus

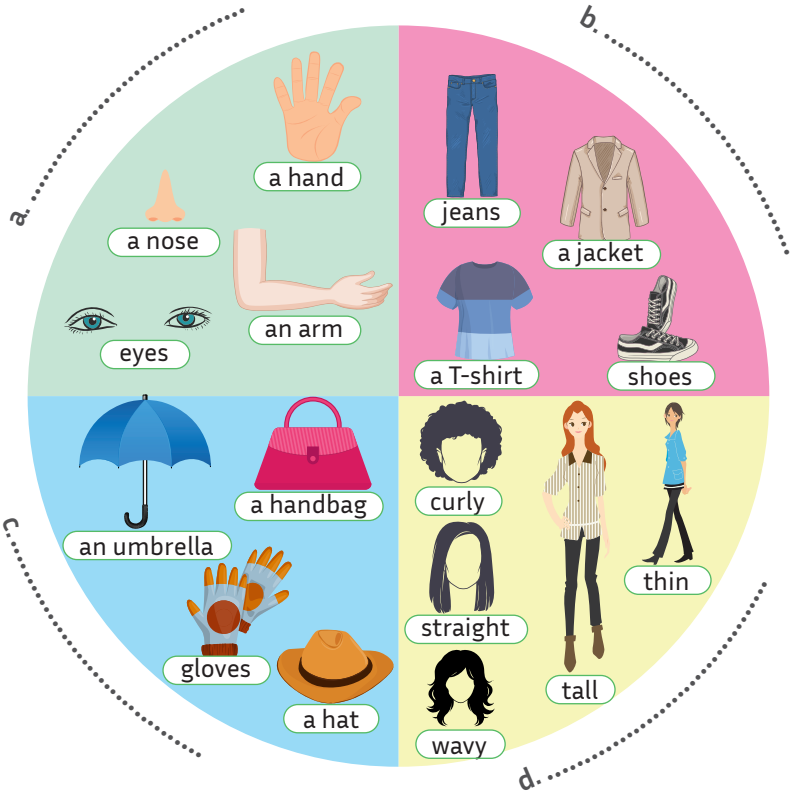
Listening/Watching Comprehension

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

- ☐ Body parts
- ☐ Family members
- ☐ Health problems
- ☐ Physical features
- ☐ Clothes
- ☐ Accessories
- ☐ Daily routines & activities

b Look at the pictures in the digital story and write a suitable title for each part.

1. Accessories 2. Physical features 3. Clothes 4. Body parts



c Talk about the characters in the digital story in pairs.

Example:



Lara is thin and of medium height.
She wears jeans and shoes.
She has got gloves and an umbrella.

d Look at the picture on pages 56 and 57. Answer the questions.



1. Which clothes do you know?
2. Which accessories do you know?

e **Watch the digital story and tick (✓) the activities Lara and Tom do. Then talk about them.**

	 watch the stars	 read a map	 travel around the world	 make materials
Lara				
Tom				

Example:



Lara always watches the stars to find the way.

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

- Jack chooses clothes for Lara.
- Melissa tells the body parts of the fairy.
- 1 Ali and Melissa start choosing the game characters' clothes and activities.
- Ali introduces Tom and talks about his activities.
- Ali tells Lara's physical features.

g **What are the people talking about in the digital story? Ask and answer about the events in 1f in pairs.**

Example:



What are Melissa and Ali talking about?

They are talking about the game characters' clothes and activities.



2 Time to Say Pronunciation

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

Track 3.1

Do you want to join us?↗
What kind of activities should we choose for her?↘
She needs comfortable clothes, doesn't she?↘

b **Listen and draw ↗ or ↘ for each sentence. Then read the text aloud.**

Track 3.2

Suzan : I love your new jacket. Where did you buy it?
Anna : Thank you. It's a present from my mother. It's nice, isn't it?
Suzan : Sure, it is. By the way, are your shoes new?
Anna : Yes. Do you like them?
Suzan : Yes, they look great.

c **Find two more utterances from the digital story with a falling and rising intonation.**

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a Watch the digital story again and notice the clothes below. Then match them with the photos. There is an extra one.

a a jacket | b a T-shirt | c jeans | d shorts | e a jumper | f a coat | g a headscarf | h a skirt | i gloves | j a raincoat | k trousers | l a shirt | m a dress


1


2


3


4


5


6


7


8


9


10


11


12

b Listen to the names of the clothes in 3a to check your answers. Then repeat them as a whole class.

Track 3.3

c Ask and answer about characters' clothes in the digital story in pairs.

Example:



What does Lara wear?

She wears a raincoat, jeans ...



d Write Rose's body parts and talk about them in pairs.

an eye
a nose
a hand
a head
an arm
a leg
a foot



Example:



What does Rose look like?

She has got two short legs.



e Look at the picture on pages 56 and 57. Tick (✓) the activities you see.

read books | read a magazine | play video games | draw pictures | play chess | watch TV | go shopping | meet friends | go to the park

4 Time to Play

Go to page 145

a Take turns to play the "Clothes Game". Spin the paper clip. Find the correct items and get the points.



SCOREBOARD

STUDENT A	STUDENT B

b Talk about each part in 4a in pairs.

Example:



5 Time to Keep in Mind

Language in Use

Time for a task

a Look at the pictures. What does Jim do? Talk about them in pairs.



Example:

What does Jim do in autumn?

He goes hiking in autumn.

TIME TO REMEMBER!

He wears a jumper, jeans, a backpack, and a belt.

b Talk about Jessie's routines in pairs.

TIME TO REMEMBER!

He always makes materials to help her during the journey.

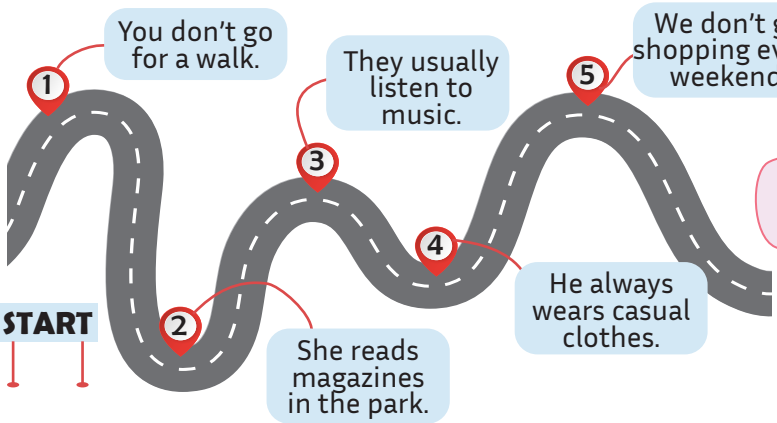
always	go jogging
usually	meet friends after school
sometimes	eat lunch out
never	get up late

Example:

How often does Jessie go jogging?

She always goes jogging.

c Follow the route and make question tags in turns.



Example:

You don't go for a walk, do you?

TIME TO REMEMBER!

She needs comfortable clothes, doesn't she?

d Complete the rhyme. Then write your own rhyme and read it to the class.

I have jeans. (1) My jeans are clean.
You have trousers. (2) _____ trousers are green.
He has socks. (3) _____ socks are blue.
She has shoes. (4) _____ shoes are new.
It has ten teeth. (5) _____ teeth are white.
We have boots. (6) _____ boots are bright.
They have glasses. (7) _____ glasses are light.

TIME TO REMEMBER!

Look at my new video game.

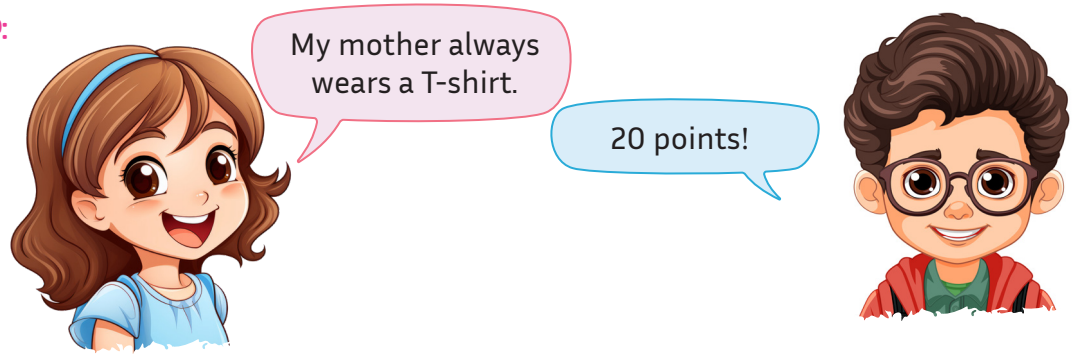
6 Time to Play

a Play the "Puzzle Game" in pairs. Use three or more pieces to make sentences. Each piece is 5 points.

my mother	a T-shirt	wear	shopping	never	new shoes
gloves	always	play	Mr Johnson	a jumper	go
pictures	Ms Parker	go out	try on	draw	magazines
thick	a book	usually	my friend	a costume	trousers
sometimes	a watch	read	video games	sunglasses	silver earrings

b Say your sentences in pairs.

Example:



c Make three sentences about what you wear and write them in your notebooks.

7 Time to Explore

Reading Comprehension

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

1. What are they wearing?
2. How do they look? Trendy or old-fashioned?

b **Read the magazine quickly and match the titles with the paragraphs.**

a. Functions of Accessories
b. Stop Overshopping!
c. Trendy or Comfortable?
d. Top 3 Fashion Tips

FASHION MAGAZINE
STYLE & YOU



(1) .....

Getting dressed is fun, isn't it? Some people love to try on new clothes every week. Fashion means a lot to them. Others always wear the same outfits because they care more about their comfort in general.



(2) .....

Try on different colours. Do you have an orange shirt?
You should wear it with blue trousers! A white blouse and a black skirt look perfect together. You can match a yellow T-shirt with purple shorts on hot summer days. An average outfit can look great with right combinations.

(3) .....

Hats are perfect to protect your head from the sun. Never go out without a hat in summer!
A pair of round sunglasses usually make you look stylish while protecting your eyes.
Scarves keep your neck warm in winter and add colour to your outfit.



(4) .....

Fashion is just a hobby, not the centre of your life. Adapt the fashion to your wardrobe and go shopping just for your needs. Make sure you spend your money on necessary things!







Fashion is all about feeling good and being yourself! Always choose what makes you smile.

c **Read the fashion magazine on page 64 carefully and match the questions with the answers. There is an extra one.**

1. Why do some people wear the same outfits?
2. What colour combinations go well together?
3. Why do you wear sunglasses?
4. What should we spend our money on?

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

a. They protect our eyes from the sun.
b. Scarves keep your neck warm.
c. White and black or blue and orange
d. Necessary things
e. Because they care more about their comfort.

8 Time to Note Down

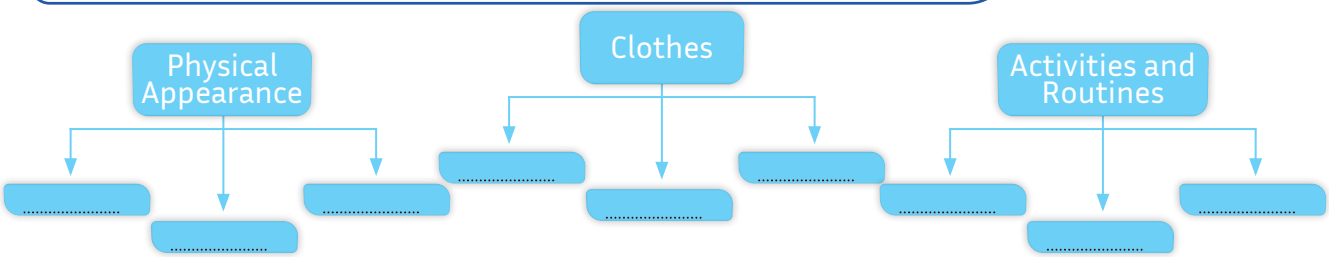
Writing

a **Read the text about Mete Gazoz. Notice his physical appearance, clothes, and routines.**



My favourite sportsman is Mete Gazoz. He's an Olympic archer. He is tall and slim. He has got short dark brown hair. He wears glasses. He always wears a hat. He starts his day early. He trains twice a day.

b **Think about important people in sports, music, art, and science. Note down her/his features. Then describe her/him.**



My favourite celebrity is .....

She/He has .....

She/He always wears .....

Her/his favourite activities are .....

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

d **Ask and answer about your descriptions.**

Example:



What does your favourite celebrity look like?

He's tall and slim. He has got ...



9 Time to Learn More

CLIL&Culture

a Look at the photos quickly. Guess and write the country they belong to.

CLOTHING FROM ALL AROUND THE WORLD

Different cultures around the world have their own traditional clothing. Clothes reflect history, beliefs, and lifestyles.

.....

Sami Clothing: Sami clothing reflects the culture of the Sami people. They live in Northern Scandinavia. Their clothing is made of wool. Colours of these clothes represent nature.



.....

Sari: Women wear this traditional dress in India. It is made of a long piece of silk or cotton fabric. Women wrap it around their bodies. Saris can be in many different colours and patterns.



.....

Kimono: A kimono is a traditional Japanese clothing. It is made of silk or cotton. It has long and loose sleeves. Japanese women wear kimonos for special events such as festivals, weddings, and traditional ceremonies.



.....

Milas Dibekdere Traditional Clothing: There are many different kinds of traditional clothing in Türkiye. Dibek style is one of them. Women wear dibek clothing during festivals and special events in Dibekdere, Muğla. It has colourful patterns and it is made of natural fabrics like cotton and wool. The designs reflect the region's history and culture.



b Read the texts and tick (T) for True or (F) for False. Then correct the false sentences.

		T	F
1. Sami clothing is made of wool.	.....	☐	☐
2. Women in India wear sari.	.....	☐	☐
3. Kimonos have short and tight sleeves.	.....	☐	☐
4. Dibek clothing is made of recycled fabrics.	.....	☐	☐
5. The designs on dibek clothing reflect the region's history and culture.	.....	☐	☐

c Think about your own country. Are there any other traditional clothes? Talk in pairs.

10 Time for a Story

a Look at the pictures quickly. Where are the children in each picture?

A Shopping Day



Sara : Hey, mates! Look at my new dress. I always wear my blue shirt and black jeans but I'm planning to wear this dress today. It looks nice, doesn't it?
Janet : Yes, it does. You always look good in blue.
Jack : I don't care about fashion. I only wear my favourite jacket and boots.
Sara : You should try something different. You never wear a bow, do you?
Jack : No, I don't. Bows are for clowns.
Sara : Don't make fun of people, Jack. Everyone has a style.
Jack : You're right. Sorry, Sara.



Sara : I love shopping! I need a pair of boots and a bag.
Janet : Look at the pink bag! It is perfect for you, Sara.
Sara : Let me try it on.
Jack : I'm going to the shop to buy a new watch. I'll pop round to see you later!



Sara : This scarf is so soft. I like it.
Jack : It looks nice but don't spend all your money, Sara.
Janet : You never buy anything fashionable,do you?
Jack : That's true. I love spending my money on books and video games.



Sara : I'm so tired but I've got a new pair of boots now!
Jack : I've got a simple black watch. It's perfect for me.
Janet : We all have different styles, don't we? And, we still have fun together.
Sara : Sure, we do. Now, let's listen to some music and relax.
Jack : I want to draw in my sketchbook. Drawing makes me feel relaxed after a busy day.

b Read the picture strip story quickly. What does Jack want to buy? Then act out in groups.

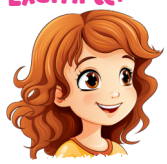
c Read the questions about the picture strip story and think about them.

Time to Think

1. Who loves shopping?
2. What does Sara always wear?
3. Who has got a new watch?
4. What does Jack love spending his money on?
5. What makes Jack feel relaxed after a busy day?

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

Example:



Who loves shopping?

Sarah loves shopping.



e Ask and answer the questions in pairs.

1. Do you like shopping?
2. What kind of things do you buy?
3. What do you think about spending too much money on clothes?

Example:

Do you like shopping?



Yes, I like shopping.



11 Time for a Project



Follow the instructions and do your project.

How to make your wardrobe

1. Think about your wardrobe.
2. List the accessories and clothes you have got.
3. Make a drawing of each item.
4. Label each item.
5. Use your drawings to make a poster.
6. Present your poster to the class.
7. Remember to give positive feedback on your classmates' projects.

This is my wardrobe. I've got a blue dress, a red scarf, a silver watch, and white shoes.



12 Time to Check Your Progress



Colour the block pieces.

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

basic body parts	physical features
clothes	daily routines and activities

Time to check

Got it!

Need help!

Confused!

WARM-UP FOR WELL-BEING
GO TO 169 PAGE

FAMILY LIFE

THEME 4

Sub-themes

Family members' routines
Family members' hobbies and activities

Functional Language

Expressing actions happening at the moment of speaking
Contrasting ongoing or temporary actions
Confirming ongoing actions

Social Language Expressions

We always get on well as a family!
Can I lend you a hand with washing the car?
Let's tidy up the house together!







TIME TO REMEMBER

TIME FOR AN OVERVIEW

GO TO THE THEME

Spend time with your family and support each other.

Introduction

GET TO KNOW

Watch the digital story. What is it about?

a. family members

b. school friends



taking photographs

taking care of a pet



camping

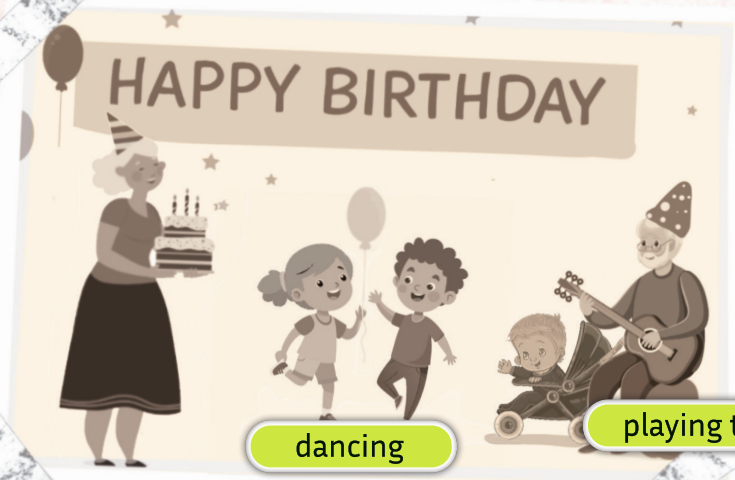
DIGITAL STORY



fishing

having a barbecue

playing a board game



dancing

playing the guitar



visiting a museum

1 Time to Focus

Listening/ Watching Comprehension

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

- ○ routines of family members
- ○ hobbies of family members
- ○ problems of family members
- ○ jobs of family members
- ○ activities of family members

b Put the events from the digital story in the correct order.
Then draw lines to match the events and places with the photos.



a festival | a birthday party | an art museum | a picnic at the beach | camping in the forest

c Ask and answer about the photos in 1b.

Example:



Where are they in photo b?

They are at the beach.



d Look at the picture on pages 70 and 71. Answer the questions in pairs.

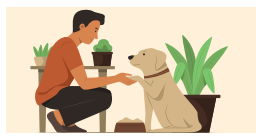
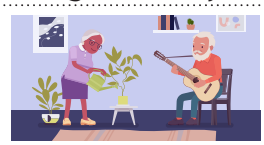


1. Where are the children?
2. How many photos do you see?

e Watch the digital story carefully and match the people with the activities below.

Emma: Mother ☐ Father ☐ Brother ☐

Mike: Grandmother ☐ Mother ☐ Father ☐ Grandfather ☐ Sister ☐

1	 fishing	3	 playing a board game	5	 taking care of a pet	7	 making a birthday cake
2	 having a barbecue	4	 tidying up the tent	6	 cycling	8	 playing the guitar

f Ask and answer about activities in 1e.

Example:



Who is having a barbecue?

Emma's mother is having a barbecue.



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

- Emma tells Mike about her family's activities.
- Mike tells Emma about his family's hobbies.
- 1 Emma shows her family members' photos to Mike.
- Mike talks about his parents' routines at birthday parties.
- Emma suggests organising a trip for the weekend.

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

Example:



What is Emma talking about?

She is talking about her family members' activities.



2 Time to Say

Pronunciation

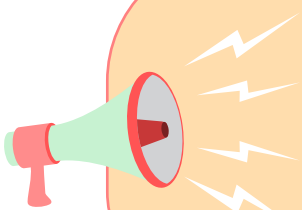
a Listen to the text from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Track 4.1

I love everything about your parties, especially the food. Your grandmother always makes the best biscuits and sandwiches. Your grandfather also plays great songs with his guitar. They are a nice couple, aren't they?

b Listen to the words and circle the one with a different sound.

Track 4.2



1. cake	garden	party
2. pan	air	fair
3. ten	men	open
4. barbecue	beach	climb
5. cyling	pet care	camping
6. dancing	dog	Wednesday
7. ball	about	hall
8. sheep	tree	resting

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

A big black cat is dancing by a blue door and eating a big birthday cake.

d Find words with the letters "a, b, c, d, e" from the digital story. Say them with the correct sounds.

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a Watch the digital story again and notice the hobbies and activities below. Then match them with the photos. There is an extra one.

a having a picnic | b resting | c playing the guitar | d playing a board game

e fishing | f camping | g tidying up the house | h taking care of a pet | i cycling

j dancing | k swimming | l taking photos | m visiting a museum


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐


9 ☐


10 ☐


11 ☐


12 ☐

b Listen to the hobbies and activities in 3a to check your answers. Then repeat them as a whole class.

Track 4.3

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

Example:



What's Mike's mother doing?

She is dancing at a festival.



d Look at the picture on page 70 and 71. Tick (✓) the ones you see.

☐ a camera ☐ a radio ☐ a bicycle ☐ a car ☐ a tent

☐ a board game ☐ a barbecue ☐ a teddy bear ☐ a guitar ☐ a computer

4 Time to Play

a Look at the pictures and find seven differences. Talk about the activities in pairs. Use the words/phrases in 3a and 3d.





Example:



Mehmet is playing a board game in the first picture.

Mehmet is playing football in the second picture.



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

5 Time to Keep in Mind

Language in Use

Time for a task

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

TIME TO REMEMBER!

My dad is fishing with my uncle and my mum is having a barbecue.


Emma


Mike


Meltem


Jane


Deniz

Example:

What is Emma doing?

She is fishing.





b Look at Emily's planner. Talk about it in pairs.

every day	today
walk to school	go to school by bus
have cheese and olives for breakfast	have an omelette for breakfast
eat lunch at the canteen	eat lunch at home
watch TV after school	read a book after school

Example:

Emily walks to school every day but today she is going to school by bus.



TIME TO REMEMBER!

I usually have dinner with my family but today I am having dinner with my friends.

c Look at the planner in 5b and make question tags in pairs.

TIME TO REMEMBER!

You are having so much fun, aren't you? He isn't playing golf, is he?

Example:

Emily is going to school by bus, isn't she?



d Follow the lines and talk about the pictures in pairs.

























Example:

This is her board game. This is hers.



TIME TO REMEMBER!

This is my book. This is mine.

6 Time to Play

a Take turns to flip a coin and talk about the pictures in pairs. Get 10 points for each correct answer.



HEADS

Example:



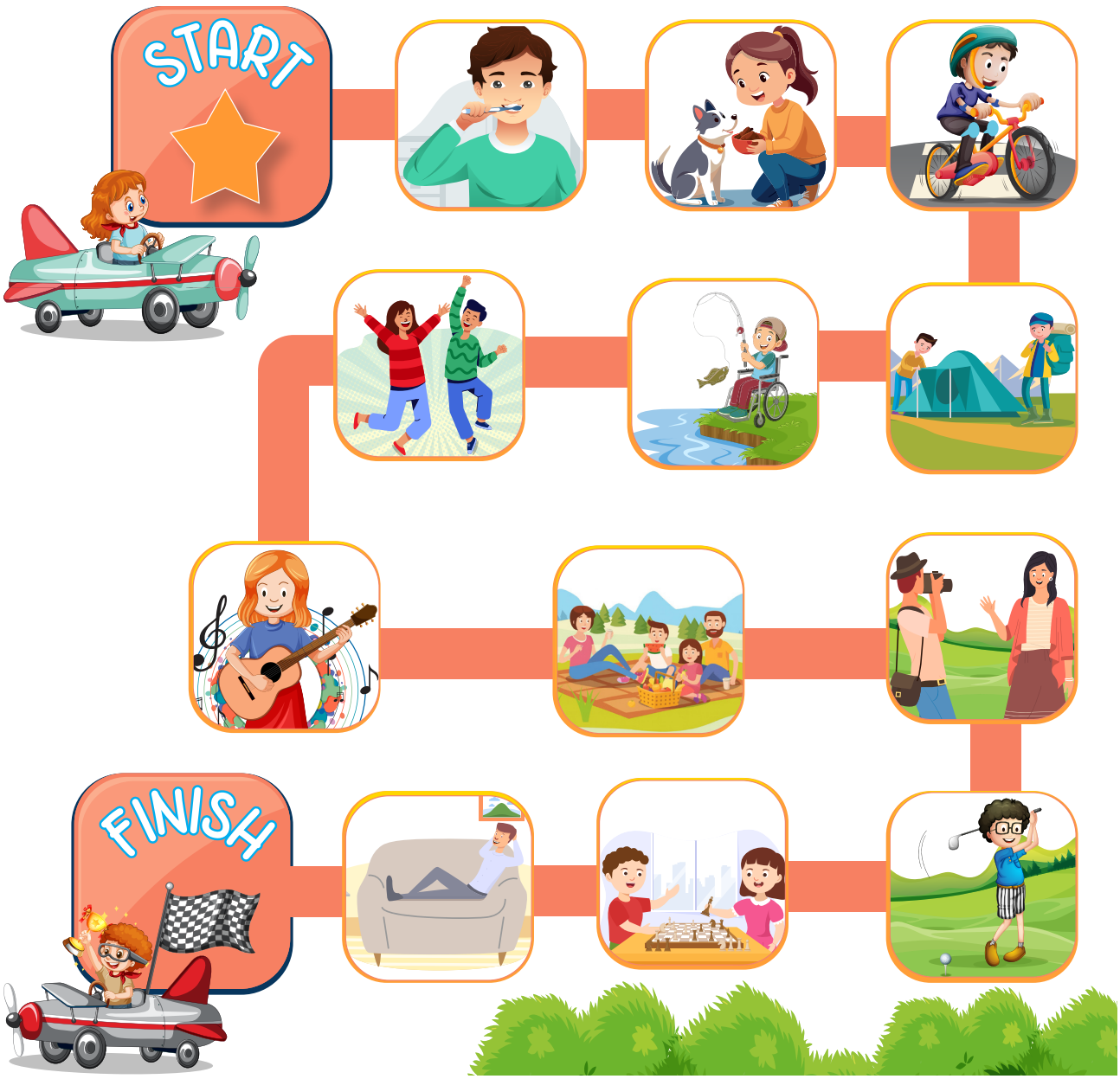
He always brushes his teeth.

He's brushing his teeth now.





TAILS



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

7 Time to Explore

Reading Comprehension

a **Look at the pages quickly. Is it from a diary or a newspaper?**

b **Read the text quickly and answer the questions.**

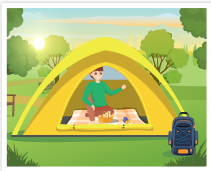
1. What day is it?
2. Where are the family members now?
3. Can you find and underline five hobbies?

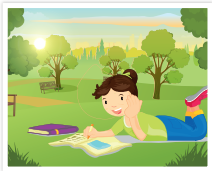
DATE _____

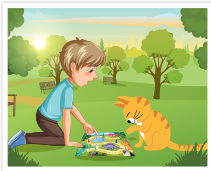
A STRANGE DAY, ISN'T IT?

Hey, there. It's me again, Millie.
There is something strange with my family. Normally, we do our hobbies on Saturdays, but today it is different. We are all in the garden together.
In the morning, my father usually goes fishing by the lake, but now he is having a picnic in the tent in our garden. It's funny, isn't it?
My mother rides a bike every day, but she is talking to the flowers in the garden at the moment. She is also brushing our dog with a hairbrush. The dog looks happy.
My little brother, Jake, always plays computer games in his room. Wow! Look at him! He is playing a board game with our cat now. The cat always wins. The cat is lucky, isn't it?
My grandmother and grandfather are in the garden, too. They usually rest after breakfast. You see, today is not usual. My grandmother is jumping on a trampoline and my grandfather is playing golf with a guitar. A guitar? Oh, no! It is mine!
And me? I take photos at the beach every Saturday. But now, I am writing my diary. I'm not strange, am I?
At the end of the day, we are tired but happy. It is fun to do strange activities together because we always get on well as a family! Good night!

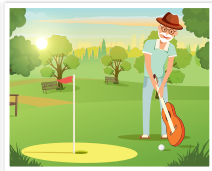
c **Read the diary again. Label Millie and her family members.**

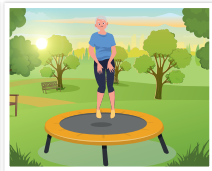

1 .....


2 .....


3 .....


4 .....


5 .....


6 .....

d **Complete the chart with the activities from the diary.**

	usually	today
Millie's father	go fishing by the lake	have a picnic in the tent
Millie's mother		
Millie's brother		
Millie's grandmother		
Millie's grandfather		
Millie		

e Look at the chart on page 78 and talk about Millie's family members and their activities.

Example:



Millie's father usually goes fishing by the lake but he is having a picnic in the tent today.



8 Time to Note Down

Writing

a Think about an unusual day. Ask and answer questions in pairs to complete the table for you and your friend.

	You	Your Friend
Place		
Day		
People		
Activities		

Example:



Where are you going?

I am going on a picnic in the forest with my classmates this Sunday.



b Look at the table in 8a. Compare your unusual day with your friend's. Then write in your diary.

Dear Diary,

I usually go cycling with my friends at weekends but today I .....

.....

.....

My friend .....

.....

.....

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

9 Time to Learn More

CLIL&Culture

a Read the texts and write the countries under the photos.

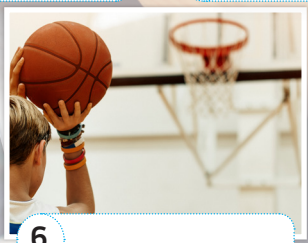

1 .....

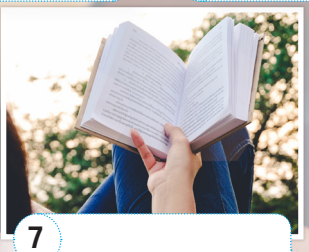

2 .....


3 .....


4 .....


5 .....


6 .....


7 .....

People in different countries have popular and interesting hobbies. Let's look at some of them.

In Japan, many people enjoy doing origami. Origami is the art of folding paper to create figures. People usually do it in their free time.

In Brazil, football is a very popular hobby. People play football in the streets, parks, or even at the beaches. Brazil has many famous football teams and their matches are always exciting.

In Italy, cooking is a popular activity. Italian people love making pizza and pasta at home with their families. They are really good at cooking.

In the USA, people love sports, especially basketball. They often play basketball with friends or watch games on TV. The country has a strong basketball culture.

In Australia, surfing is a common activity. The country has got many beautiful beaches. People usually go there to swim and surf in the ocean.

In the UK, reading is a popular hobby. People read books, magazines, and newspapers every day. They read at home, in libraries, or on public transport.

In Türkiye, picnics and barbecues are not just outdoor activities. They are parts of social life. Turkish people enjoy the food and nature, and they have a good time with their families at these events.

b Read the texts again and tick (✓) "True" or "False". Then correct the false sentences.

	T	F
1. In Türkiye, having a barbecue is a part of social life.	☐	☐
2. In Brazil, people are not interested in sports.	☐	☐
3. British people are fond of reading.	☐	☐
4. Surfing is a popular activity in Australia.	☐	☐
5. Italian people do not cook at home.	☐	☐

c Think about your own country. Are there any other popular hobbies? Talk in pairs.

10 Time for a Story

a Look at the pictures quickly and answer the questions.

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

Let's Have a Picnic!

1





Sara : Hello, Jack. What are you doing?
Jack : Hi, Sara. I'm washing the car with my dad. You know, it is sometimes fun to do things with the family.
Sara : Cool! Can I lend you a hand with washing the car?
Jack : That's very nice of you but we are almost finished. Maybe next time.
Sara : OK, then.

2



Jack : After washing the car, I have things to do. My mother always asks me to clean my room but I don't have much time. Can you come over and help me?
Sara : All right. Let's tidy up your room together!
Jack : Hooray! Thank you, Sara.
Sara : Any time!

3



Jack : My mother's making biscuits in the kitchen now. You like biscuits, don't you?
Sara : Of course. They are my favourite.
Jack : I'm organising a picnic in the garden then. We can rest after the tidying up.
Sara : Good idea! I'm coming in 15 minutes. See you!

4



Jack : Now, my room is great. It's time for the picnic.
Sara : What are you doing?
Jack : I am bringing the biscuits and lemonade. Have a seat and enjoy your meal.
Sara : Thanks, Jack. Wow! The biscuits look yummy!

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

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

Time to Think

1. Who is washing the car?
2. What is Jack's mother doing?
3. Is Sara helping Jack with tidying up the room?
4. Where are they having a picnic?
5. What are they drinking in the end?

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

Example:



Who is washing the car?

Jack is washing the car with his dad.



11 Time for a Project

Follow the instructions and do your project.

How to make an interview

1. Think about your family members' routines, hobbies, and activities.
2. List them.
3. Write questions about your family members' routines, hobbies, and activities.
4. Interview with your family members.
5. Record the interview.
6. Present your interview to the class.
7. Remember to give positive feedback on your classmates' projects.



What do you usually do at weekends?

I usually ride my bike at weekends.



12 Time to Check Your Progress

Colour the dart circles.



Got it! Need help! Confused!

eba Time to check

eba Time to sing

WARM-UP FOR WELL-BEING
GO TO 165 PAGE

LIFE IN THE NEIGHBOURHOOD & CITY

THEME 5

Sub-themes

Places for recreation and attractions in the neighbourhood and city
Different types of houses

Functional Language

Making comparisons between two things or people
Expressing habitual actions
Indicating existence or location

Social Language Expressions

Where is the nearest library?
Our kitchen is the heart of our house!
Our new flat was ready to move into!



TIME TO REMEMBER

TIME FOR AN OVERVIEW

GO TO THE THEME

Give your seat to someone in need on public transportation.

Introduction

GET TO KNOW

Watch the digital story. What is it about?

a. places in the city

b. people in the city



DIGITAL STORY


a castle
an art gallery
a shoe shop
a tower
a sitting room
a bedroom
a kitchen
a garage

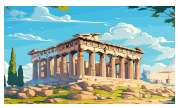
1 Time to Focus

Listening/Watching Comprehension

a Watch the digital story and tick (✓) Mr Carter's choice.



b Notice the places for recreation and attractions from the digital story. Where are they? Tick (✓) 'Akyaka' or 'Bodrum'.

	 a castle	 a street fair	 a gym	 a museum	 ancient sites	 a square
Akyaka						
Bodrum	✓					

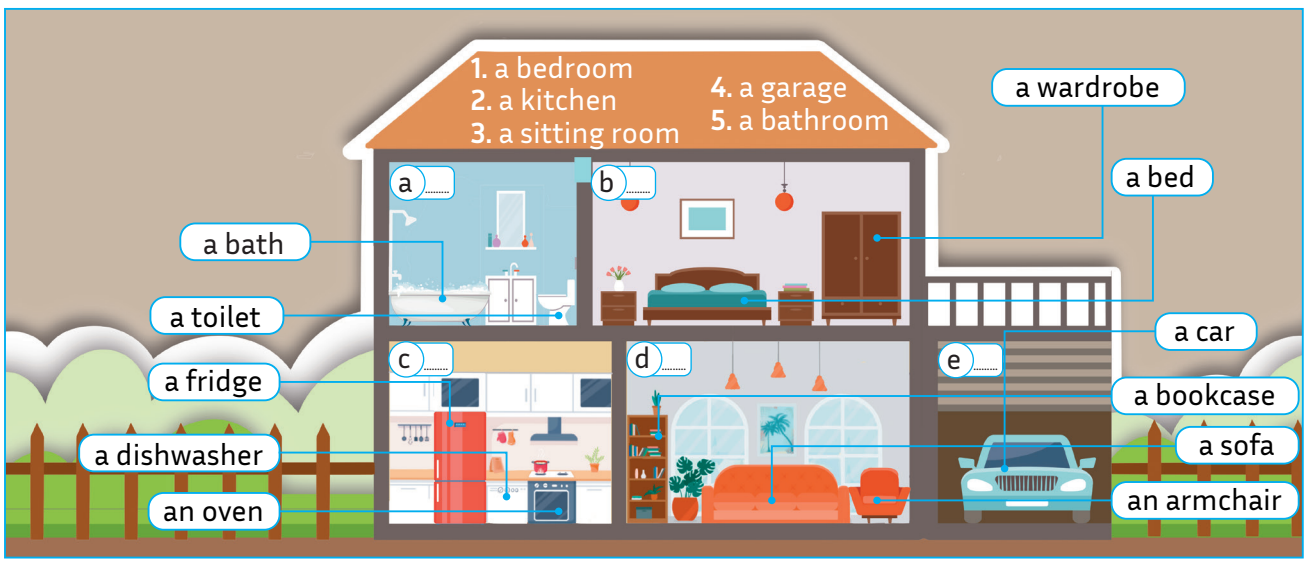
c Talk about the places from the digital story in 1b.

Example:



There is a castle in Bodrum.

d Watch the digital story carefully and write the parts of the house.



e Ask and answer about the items in 1d in pairs.

Example:



Where is the dishwasher?

It's in the kitchen.



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

- ( ) The agent talks about the attractions in Bodrum.
- (1) Mr Carter wants to hire a house in Muğla.
- ( ) The agent gives information about the parts of the house.
- ( ) The agent describes the furniture in the house.
- ( ) The agent talks about the places for recreation in Akyaka.

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

Example:



What is the agent talking about?

She is talking about the attractions in Bodrum.



2 Time to Say

Pronunciation

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

eba Track 5.1

There is not a dining room in the house, but you can use the kitchen or balcony for meals. There is a wide table in the garden, so you can enjoy your meals there. It is even better than eating indoors, isn't it?

b Listen to the words and circle the one with a different sound.

eba Track 5.2



1. flat	fridge	(of)
2. garden	giraffe	garage
3. hour	hall	house
4. kitchen	light	sitting room
5. jump	joke	chair
6. knife	fork	book
7. time	life	insect
8. machine	sing	ski

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

Five funny friends find a jar of jam in Harry's iguana's hat after cooking a chicken in Kate's kitchen.

d Find words with the letters "f, g, h, i, j, k" from the digital story. Say them with the correct sounds.

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a Watch the digital story again and notice the parts of the house below. Then match them with the photos. There is an extra one.

a a sitting room | b a dining room | c a bathroom | d a balcony | e a garden
f a corridor | g a bedroom | h a kitchen | i a garage


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐

b Listen to the parts of the house in 3a to check your answers. Then repeat them as a whole class .

Track 5.3

c Watch the digital story and write the furniture in the boxes below. Then talk about them.

bedroom
three beds
.....

garden
.....

sitting room
.....
.....
.....

kitchen
.....
.....
.....
.....

Example:

There are three beds in the bedroom.



d Look at the picture on pages 84 and 85. Tick (✓) the places you see.

- ☐ a cinema
- ☐ a playground
- ☐ a coast
- ☐ a mosque
- ☐ a gym
- ☐ a street fair
- ☐ a sports centre
- ☐ a tower
- ☐ an art gallery
- ☐ a square
- ☐ a shop
- ☐ a castle

e Ask and answer about the places in the digital story in pairs.

Example:



Is there a castle in the neighbourhood?

Yes, there is a castle.



4 Time to Play

a Play the game in pairs. Find the hidden objects in the house as quickly as possible. Try to be the first to win the game.

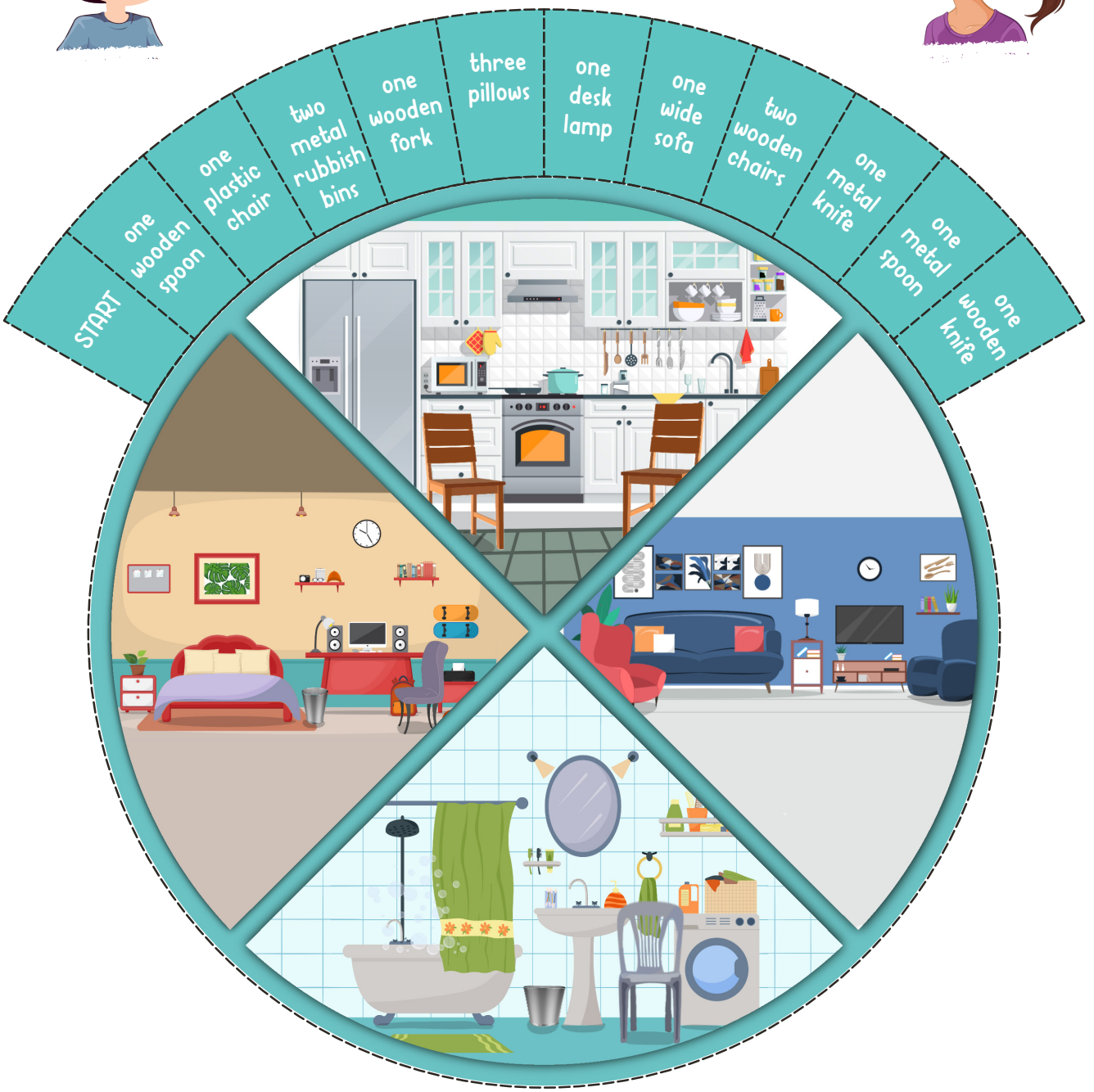
Example:



There is a wooden spoon in the sitting room.

There is one plastic chair in the bathroom.





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

5 Time to Keep in Mind

Language in Use

Time for a task

a Watch the digital story. Compare Akyaka and Bodrum in pairs.

TIME TO REMEMBER!

A house is bigger than a flat.

USE

big
small
peaceful
hot
cold
crowded
quiet

Example:

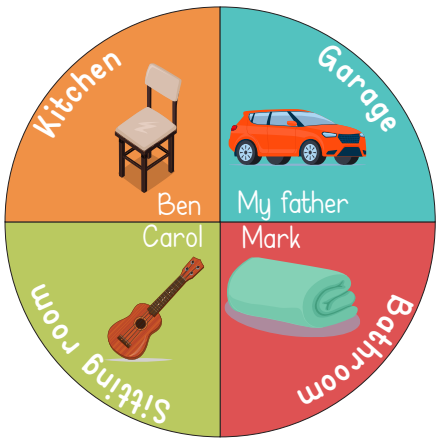


Which one is smaller? Akyaka or Bodrum?

Akyaka is smaller than Bodrum.



b Look at the chart and talk about it in pairs.



Example:

Where is Ben's chair?



Ben's chair is in the kitchen.



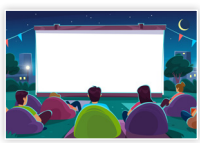
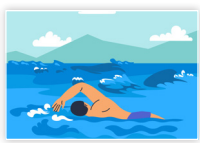
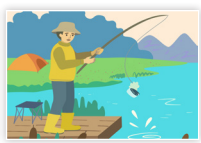
TIME TO REMEMBER!

Anna's computer is in the bedroom.

c Look at the pictures. Ask and answer about the digital story in pairs.

TIME TO REMEMBER!

A: What do you do at weekends?
B: I cycle in the park every Saturday.



Example:



What do people do in Akyaka in summer?

They go to the open-air cinema near the town.



d Match the furniture with the parts of the house. Then talk in pairs.

1 two beds
2 a table
3 an oven
4 five cupboards
5 two sofas
6 a bookcase
7 two armchairs
8 a wardrobe
9 a fridge
10 a dishwasher

a Bedroom
b Kitchen
c Sitting room

Example:



How many beds are there in the bedroom?

There are two beds.



TIME TO REMEMBER!

There is an armchair in the sitting room.

6 Time to Play

a Follow the clues and solve the puzzle. Find who lives where. Then share your results with your classmates.

WHO LIVES WHERE?





Oya

My house is bigger than Ralph and Asya's house but smaller than Doruk and Laura's house. There are wide windows and three rooms in my house. There is not a metal roof on it.



Laura

I live in a big house but my house is smaller than Oya's house. There are not three rooms in my house. There is a garage in my house.

My house is not smaller than Asya's house. It is not bigger than Doruk's house. There are three rooms in my house. These rooms' windows aren't wide.



Ralph



Asya

I live in a small house. My house is not bigger than Ralph's house. There is a metal roof on it. There is not a garage in my house.



Doruk

I live in a big flat but there is not a garage in my flat. There are small windows in my flat. It is bigger than Oya's house.

Solve the Puzzle



.....



.....



.....



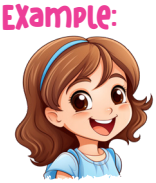
.....



.....

b Compare the houses in 6a.

Example:



Oya's house is bigger than Ralph's.

c Describe your house in pairs.

Example:



I live in a flat. There are four rooms in it.

7 Time to Explore

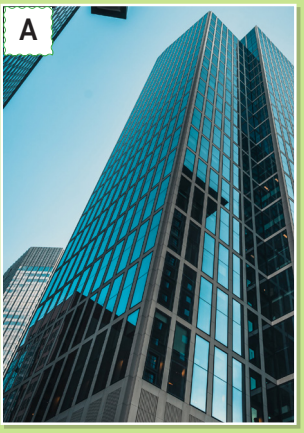
Reading Comprehension

a Look at the photos quickly. What are they about?

b Read the texts quickly and match them with the photos. There is an extra one.

https://wheretolive.com

HOME BLOG ABOUT CONTACT SEARCH









1 A Tiny House

A wooden tiny house is smaller than a regular house. It looks cosy and warm. It is a small house but it has got everything you need. There are bedrooms, a kitchen, and a bathroom in the house. Some tiny houses also have got a balcony or a terrace. These houses are good for the environment because they use less energy. You can sometimes see them on a coast or in a forest. People have less stuff in these houses and they experience a simple lifestyle close to nature.

2 A Double-Decker Bus House

It is a big metal bus house, and it is more creative and comfortable than a caravan. This house has got two floors. There is a kitchen on the ground floor and people have their breakfast and dinner there. The kitchen is also a dining room. There is a small sitting room on the top floor. People rest and sleep in this room. The bathroom is usually on the ground floor as well. Some people turn old buses into homes and travel with them. You can see them on the roads. So, we can say it is the best way to live wherever you want.

3 A Skyscraper

It is a very tall building. Engineers build it with strong materials like steel. The outside is always made of glass. So people can easily see the sky and the city. Skyscrapers have many floors with flats and offices on different levels. People live or work there. They use fast lifts to go up and down easily. There is a gym, a hall, some shops, and even a cinema in some skyscrapers. These buildings are taller than towers. We can see them in big cities.

c Read the texts carefully and correct the mistakes.

1. A tiny house is ~~bigger~~ than a regular house. smaller
2. People live close to the city in a tiny house.
3. A double-decker bus is a wooden house.
4. There is a big dining room on the top floor of double-decker buses.
5. Skyscrapers are shorter than towers.
6. We can see skyscrapers in forests.

d Read the texts on page 92 and fill in the table.

		A Tiny House	A Skyscraper	A Double-Decker Bus House
1	Materials	wooden		
2	Location			
3	Number of floors			
4	Size			

e Ask and answer about the table in 7d in pairs.

Example:



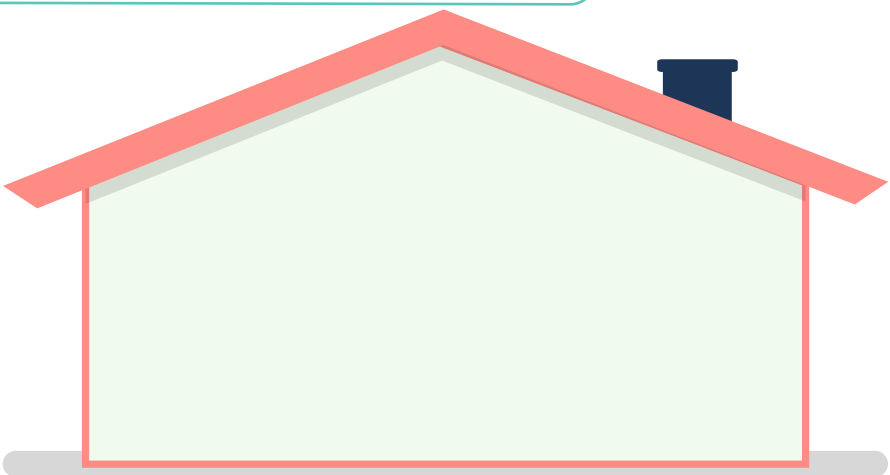

What is a tiny house made of?

It is made of wood.

Writing

8 Time to Note Down

a Draw your dream house and talk about it in pairs.



Example:

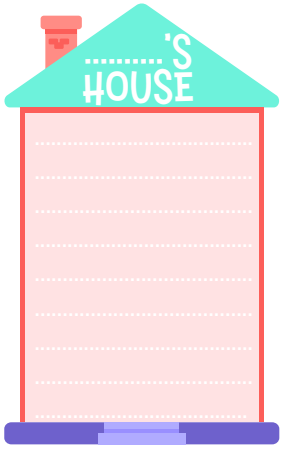


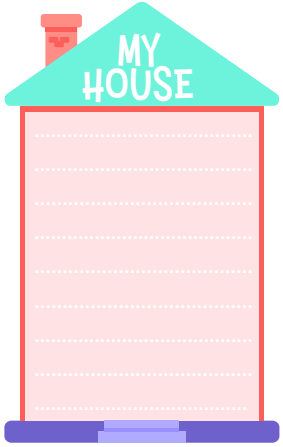
I live in a wooden house. There are two bedrooms and there is a big kitchen in it.

I live in a flat. There are three bedrooms and there is a small kitchen in it.



b Take notes about your friend's and your houses and compare them.





.....'s house is ..... than my house.
There is .....
There are .....

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

9 Time to Learn More

CLIL&Culture

a Look at the photos quickly and circle the suitable adjectives for the houses.

big small comfortable traditional modern expensive different natural

INTERESTING HOUSES, INTERESTING LIVES

Safranbolu Houses



Safranbolu houses are traditional Turkish houses in Karabük. They are made of wood and stone. They are big houses with large windows and red tiles on the roof. There are many bedrooms and a large sitting room. These historical houses reflect the rich culture of Safranbolu. Safranbolu is one of the UNESCO World Heritage Sites of Türkiye with its historical houses.



The Hobbit Houses



You can see hobbit houses in different places around the world. They are in nature. The grass and plants cover them. So they look like a part of nature. The rooms are small but comfortable. People use wooden furniture to decorate them. They are eco-friendly houses with their natural materials. It is the best way to live close to nature and feel more peaceful.



Rotterdam Cube Houses



These houses are unusual and famous. They are more interesting than other buildings. They look like big yellow cubes standing on one corner. Each cube is a small house. The houses are connected to each other by a small garden. Some rooms are brighter because they have bigger windows than others. People live in these houses and tourists can also visit them.



b Read the texts again and tick (✓) the correct boxes.

	a Safranbolu House	a Hobbit House	a Cube House
a large sitting room	✓		
big windows			
a small garden			
small rooms			
bright rooms			
comfortable			

c Look at the chart in 9b and compare the houses.

Example:

A Safranbolu house has got a large sitting room but a hobbit house hasn't.



d Think about your own country. Are there any other interesting houses? Where are they? Talk in pairs.

10 Time for a Story

a Look at the pictures quickly and answer the questions.

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



Janet : Welcome, Sara. Come in, please.
Sara : What a nice house! Your garden is so beautiful, too.
Janet : Thanks. Our new flat was ready to move into! Do you want to take a tour?
Sara : Sure!

Janet's Home



Janet : This is our sitting room. We relax and watch TV here in the evenings.
Sara : Oh, this wide sofa is very comfortable.
Janet : Yes, it is. That armchair in the corner is more comfortable than the sofa. It is my father's. Look! It can spin! Whee!
Sara : Cool!



Janet : This is our kitchen. It is the heart of our house! We usually have breakfast and dinner here.
Sara : It looks nice.
Janet : Let's have a drink from the fridge. Would you like some lemonade?
Sara : Sure, thanks.
Janet : Here you are. Now, let's go to my bedroom.
Sara : OK.



Janet : Here we are! My lovely room!
Sara : Oh, your room is very light.
Janet : Yes, I love it! It's the best place to do my homework.
Sara : Where can I sit?
Janet : Oh, there are chairs right here. We can sit and study at my desk.
Sara : All right.



Sara : We need an atlas for our Social Studies homework. Have you got one?
Janet : No, sorry.
Sara : We can borrow one from the library. Where is the nearest library?
Janet : Oh, there isn't a library in our neighbourhood. I usually use our school library.
Sara : Oh, I see. Then we can search for it on the Internet.
Janet : All right. Let's start.

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

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

Time to Think

1. Does Janet live in a flat?
2. Which furniture is more comfortable in the sitting room?
3. How is Janet's room?
4. What do they need for their homework?
5. Is there a library in Janet's neighbourhood?

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

Example:



Does Janet live in a flat?

Yes, she does.



e Ask and answer questions to describe your house in pairs.

Example:



Where do you live?

I live in a flat.

How many rooms are there in your house?

There are three bedrooms and one sitting room in my house.



11 Time for a Project

Follow the instructions and do your project.

How to create a dream house

1. Search for different types of houses on the Internet.
2. Collect information about them and choose one.
3. Make a drawing of your dream house.
4. Label its rooms and furniture.
5. Present your poster to the class.
6. Remember to give positive feedback on your classmates' projects.

This is my dream house. It is wooden. It has got two floors and four rooms.



12 Time to Check Your Progress

Colour the puzzle pieces.

Time to check

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

places in the neighbourhood and city

types of houses

Got it! Need help! Confused!

WARM-UP FOR WELL-BEING
GO TO 165 PAGE

LIFE IN THE WORLD

THEME 6

Sub-themes

Basic food types
Ordering in a restaurant
Food events in the city

Functional Language

Asking or giving permission
Expressing possession
Expressing the quantity of nouns

Social Language Expressions

Let's eat out!
This problem is a hot potato!
My sister is buttering my mother up to get permission to go to the cinema!

eba
TIME TO REMEMBER

eba
TIME FOR AN OVERVIEW

eba
GO TO THE THEME



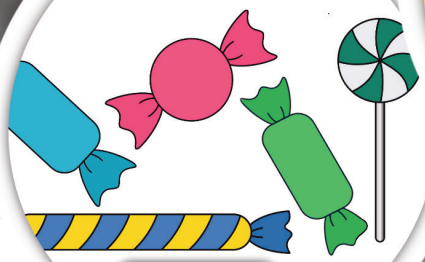
Respect your country and history. Keep your culture and values alive.

Introduction

GET TO KNOW

Watch the digital story. What is it about?

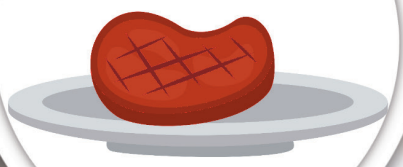
a. booking a concert ticket
b. ordering in a restaurant



sweets



a dessert



beef



beans



DIGITAL STORY


biscuits
jam
oil
nuts
Menu

1 Time to Focus

Listening/Watching Comprehension

a Watch the digital story again and tick the correct menu.

○ **Menu 1**

Main Dish
§ Chef's Special Beef with mashed potato and special sauce
§ Tuna salad with beans

Desserts
§ Apple Tart
§ Lemon Cheesecake

Drinks
§ Soda water
§ Smoothie

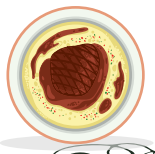
○ **Menu 2**

Main Dish
§ Chef's Special Grilled chicken with baked potatoes and spices
§ Risotto
§ Season Salad

Desserts
§ Cake with biscuits and nuts
§ Jam bars

Drinks
§ Ayran
§ Fruit juice

b Fill in the chart with the food and drinks in the digital story.






Mr Bell	Ms Bell
Main Dish :	Main Dish : .....
Dessert :	Dessert : .....
Drink :	Drink : .....






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

Example:


What does Mr Bell order as a main dish?

He orders ...


d Look at the picture on pages 98 and 99. Answer the questions in pairs.



Where are they?
What are they eating?
Who is serving the food?

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

- The waiter talks about the dishes on the menu.
- 1 Mr Bell calls the restaurant to book a table.
- The chef describes the cooking process of his special dish.
- The waiter takes the orders of Mr Bell and Ms Bell.

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

Example:



What is Mr Bell talking about?

He is talking about booking a table.



2 Time to Say

Pronunciation

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

Track 6.1

Mr Bell : Hello, I'm Mr Bell. I'd like to book a table for two, please. Have you got a table available?
Waiter : Of course, we have! When would you like to come, Mr Bell?
Mr Bell : Tomorrow evening, around 7 p.m.
Waiter : Let me check. Yes, I'm reserving a table for you at 7 p.m.

b Listen to the words and circle the one with a different sound.

Track 6.2



1. lemon	table	(well)
2. meat	nose	come
3. nut	autumn	bean
4. reservation	evening	tasting
5. port	should	sport
6. photo	potato	pay
7. peace	piece	phone
8. on	count	around

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

Lilly's lemon muffins, noodles, and pancakes make nice meals.

d Find words with the letters "l, m, n, ng, o, p" from the digital story. Say them with the correct sounds.

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a Watch the digital story again and notice the food and drinks below. Then match them with the photos. There is an extra one.

a oil | b nuts | c home-made bread | d beans | e pasta | f a drink

g jam | h biscuits | i beef | j salad | k a lemon | l a dessert | m dairy products


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐


9 ☐


10 ☐


11 ☐


12 ☐

b Listen to the food and drinks in 3a to check your answers. Then repeat them as a whole class.

Track 6.3

c Ask and answer about the food and drinks in the digital story in pairs.

Example:



Does Mr Bell order a bowl of salad?

No, he doesn't.



d Watch the digital story carefully and unscramble the words.

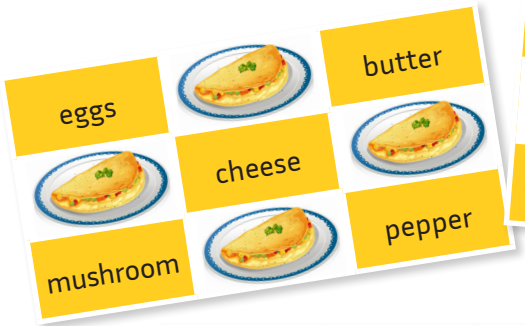


Chef: Good evening, sir and madam.
I hope you (1)..... **(oyenj)** our special dishes.
Mr Bell: Absolutely, chef! The service is excellent! The beef is tasty. What's special about the recipe?
Chef: I can give you some tips, sir. First, I prepare a sauce with a bit of oil and spices. I (2) ..... **(tcu)** the beef carefully and marinade the beef slices in the sauce for a couple of hours.
Mr Bell: It (3) ..... **(mlessl)** wonderful. What happens after marinating?
Chef: I (4) ..... **(iolb)** some potatoes and mash them with some salt and butter. Then I (5) ..... **(ahet)** the pan and (6)..... **(okoc)** the beef slices on both sides. I add some butter and garlic. I put some mashed potato and the beef on an empty plate carefully. I add some spices on top of it. And finally, there's a little secret ingredient that I can't tell you about.
Mr Bell: Chef, I really enjoyed it. Thank you for the wonderful meal.

4 Time to Play

Go to page 147

a Play the game in groups.
Be the first to find the words on your card and win the game.













b Ask and answer about your cards in pairs.

Example:



What do you need to make an omelette?

I need some eggs and cheese to make an omelette.



5 Time to Keep in Mind

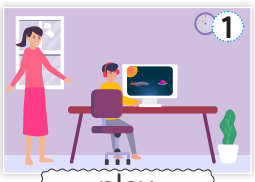
Language in Use

Time for a task

a Look at the pictures and talk about them in pairs.

TIME TO REMEMBER!

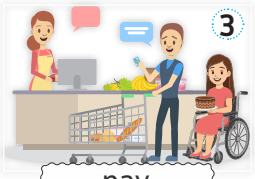
A: Can I help you?
B: Sure/Of course.



play



sit



pay



speak

Example:



Can I play computer games?

Sorry, not right now.



b Talk about Lily's room in pairs.



Example:



Has Lily got a guitar in her room?

No, she hasn't.



TIME TO REMEMBER!

My brother has got a computer in his room.

c Lucas wants to make an apple pie. What does he need? Ask and answer about the ingredients in pairs.

TIME TO REMEMBER!

A: How many bottles of water do you need?
B: I need two bottles of water.

TIME TO REMEMBER!

A: How much flour is there?
B: There is some flour.

Apple Pie

Ingredients

4 apples
2 eggs
2 glasses of flour
a glass of sugar
a packet of baking powder
200 gr butter

Example:



How many apples does Lucas need to make an apple pie?

He needs four apples.



6 Time to Play

Go to page 149

a Play the "Pie Game". Spin the paperclip. Ask and answer about the pictures in pairs.

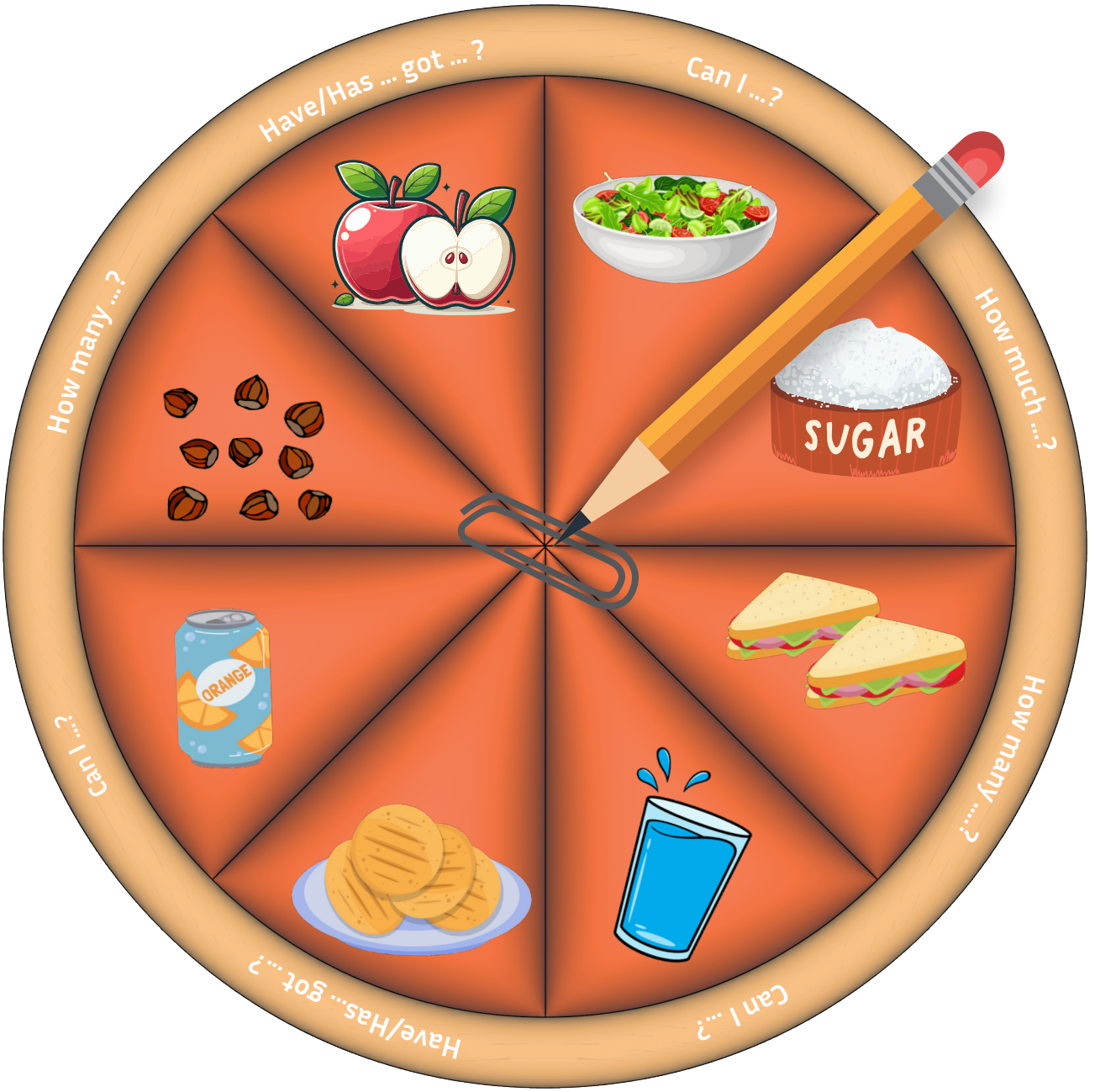
Example:



How many nuts do you need?

I need nine nuts.





7 Time to Explore

Reading Comprehension

a Look at the photo quickly. Is it a dessert or a main dish?

SPANISH CHURROS



Ingredients:
-1 glass of water
-2 tablespoons of sugar
-1/2 teaspoon of salt
-2 tablespoons of butter
-1 cup of flour
-2 eggs
-1/2 teaspoon of vanilla
-Oil for frying

For sugar coating:
-1/2 cup of sugar
-1 teaspoon of cinnamon (optional)

b Read the ingredients above quickly and tick (✓) the correct ones for churros.



c Read the recipe carefully and complete it with the correct words. There is an extra one.

cut wash mix
boils heat dry

Steps:

First, **(1)** ..... your hands and clean your cooking area. Second, put some water, sugar, salt, and butter in a pot and mix well. Then **(2)** ..... the mixture on the cooker until it starts to boil. Once it **(3)** ....., turn off the cooker, add flour, and stir quickly to make a dough. Let the dough cool for a few minutes, then put it into a plastic bag and **(4)** ..... off the corner. Then heat some oil in a pan. Squeeze the dough out of the bag into the hot oil, forming long strips. Fry them until they turn golden brown. Then take churros strips out and place them on paper towels. **(5)** ..... some sugar and a bit cinnamon on a plate. Cover the churros with the mixture while they are still warm. Your churros are ready to taste!

d Talk about the steps of the recipe on page 106.

Example:



First, put some water, sugar, salt, and butter in a pot and mix them well.

Writing

8 Time to Note Down

a Think about your favourite dish. Write down its ingredients and recipe.

INGREDIENTS

- _____
- _____
- _____
- _____
- _____
- _____
- _____

RECIPE

_____

_____

_____

_____

_____

b Read your recipe to the whole class and give feedback to each other.

Example:



My favourite dish is ...
I need ... to make it.
First, ...
Second, ...

9 Time to Learn More

CLIL&Culture

a **Read the texts quickly and write the countries under the photos.**

1 

.....

2 

.....

3 

.....

In many cultures around the world, there are three main meals but people have different eating habits.

A
In France, breakfast is simple. People usually eat a croissant or some bread with butter and jam. They enjoy their croissants with a cup of coffee or hot chocolate.

B
In Italy, people have a big meal for lunch. They usually eat pasta with tomato sauce and cheese on top. Pizza is also a very popular dish in the country.

C
In Türkiye, dinner is the biggest meal of the day. People usually have kebab, meatballs, dolma, pide, or lahmacun. Several types of soup are popular as starters. Turkish people prefer drinking ayran instead of fizzy drinks.They enjoy desserts like baklava or Turkish delight after the meals, often with a glass of tea or a cup of Turkish coffee. Food is a way of bringing families and friends together in the country. People love sharing meals and enjoying each other's company.

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

	A	B	C
1. There are several kinds of soup in this country.			
2. They serve pasta with tomato sauce and cheese.			
3. Pizza is a popular dish in this country.			
4. Breakfast is simple in this country.			
5. People drink a glass of tea or a cup of coffee after dinner.			
6. People enjoy croissants with a cup of coffee.			

c **Think about your breakfast, lunch, and dinner habits. Talk about them.**

Example:



I have an omelette, cheese, and olives for breakfast in the mornings.

10 Time for a Story

a Look at the pictures quickly and answer the questions.

1. Where are the children?
2. What is the poster about?



Sara : Hey, Janet! How are you doing?
Janet : I'm great! I'm looking at the poster on the noticeboard.
Sara : Oh, what is it about?
Janet : There is a food festival in our city tomorrow. Let's eat out!
Sara : I like festivals!
Janet : Yay! We should invite Jack, too.

Food Festival



Janet : Hey, Jack. Would you like to come to the food festival with us?
Jack : That sounds great but it is a hot potato!
Janet : Why?
Jack : My mum's mad at me because my room is in a mess.
Janet : Come on, Jack. You should tidy up your room by tomorrow and butter your mother up to get permission!
Jack : I hope I can.



Sara : Jack, you made it!
Jack : Am I late?
Janet : No, I'm happy to see you.
Jack : Wow! There are many different kinds of food around. They all look yummy.
Sara : Let's try Italian cuisine, first.

Jack : This pasta with pesto sauce tastes delicious. You should give it a try.
Sara : No, I'll try this pizza. There are vegetables on top of it. It looks healthy.
Janet : I don't feel like eating them. I want to taste something sweet.
Sara : What about gelato?
Janet : What is that?
Sara : It is Italian ice cream.
Janet : Ice cream? It's my favourite!



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

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

Time to Think

1. Where are they planning to go?
2. Why is Jack's mother mad at him?
3. Which food do they try?
4. What is on top of pizza?
5. Does Janet like ice cream?

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

Example:



Where are they planning to go?

They are planning to go to the food festival.



11 Time for a Project

Follow the instructions and do your project.

How to order in a restaurant

1. Imagine you are a customer at a restaurant and your friend is a waiter.
2. Think about the food and drinks on the menu.
3. List your questions to order a meal and take an order.
4. Record yourselves.
5. Present it to your class.
6. Remember to give positive feedback on your classmates' projects.



What would you like to have as a starter?

I want some lentil soup, please.



12 Time to Check Your Progress

Colour the bricks.



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

- ordering in a restaurant
- basic food types
- food events

Got it!

Need help!

Confused!

Time to check

Time to sing

WARM-UP FOR WELL-BEING
GO TO 165 PAGE

LIFE IN NATURE

THEME 7

Sub-themes

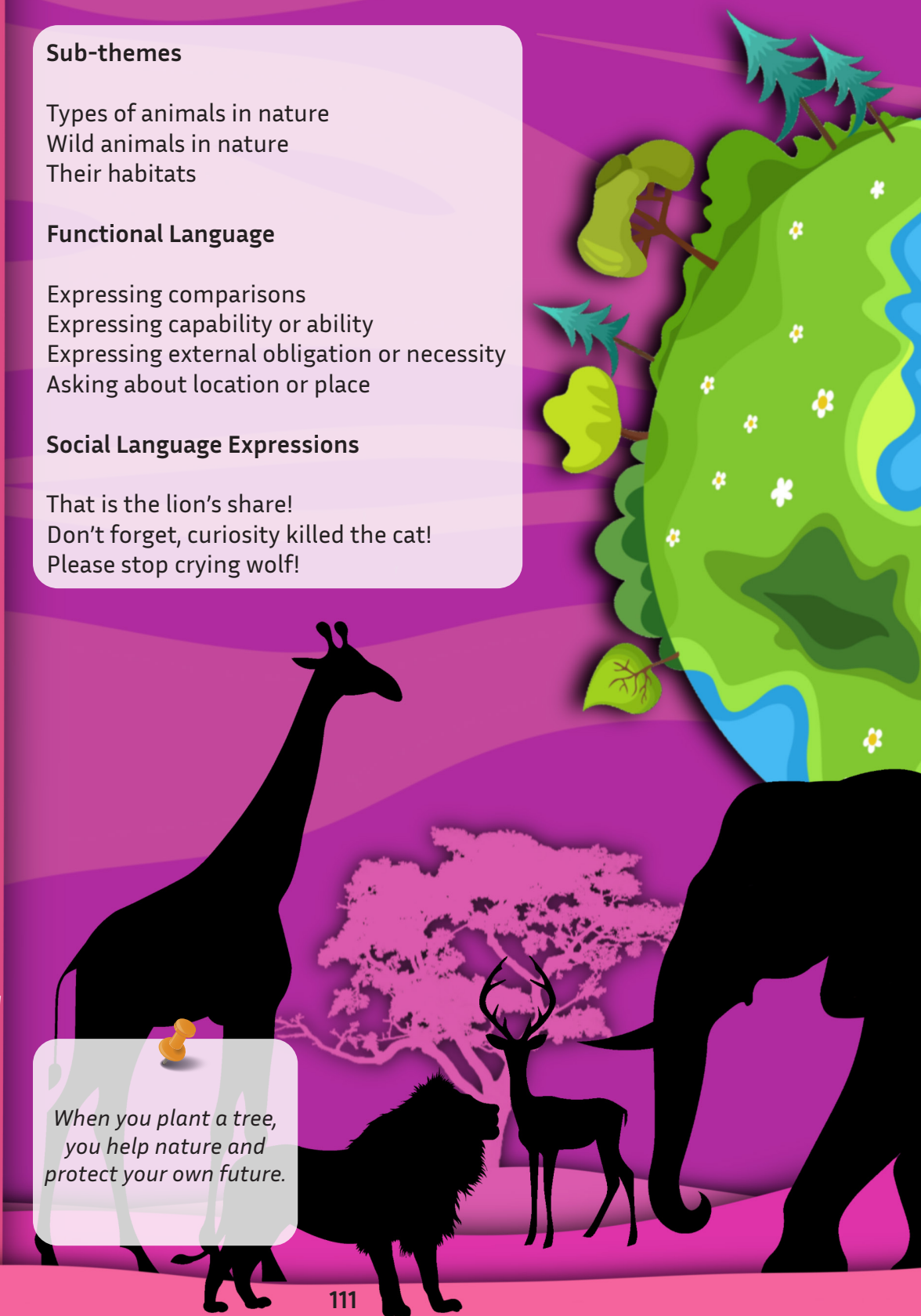
Types of animals in nature
Wild animals in nature
Their habitats

Functional Language

Expressing comparisons
Expressing capability or ability
Expressing external obligation or necessity
Asking about location or place

Social Language Expressions

That is the lion's share!
Don't forget, curiosity killed the cat!
Please stop crying wolf!



When you plant a tree, you help nature and protect your own future.

TIME TO REMEMBER
TIME FOR AN OVERVIEW
GO TO THE THEME

Introduction

GET TO KNOW

Watch the digital story. What is it about?

a. wild animals

b. pets

a monkey

a giraffe

a zebra

a gorilla

a tiger

DIGITAL STORY

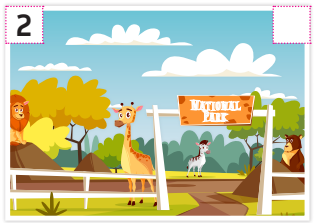

an eagle
an elephant
a lion
a crocodile

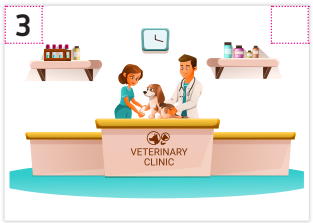
1 Time to Focus

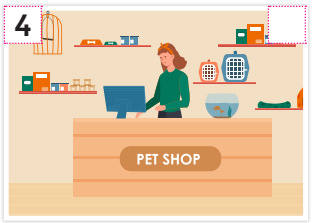
Listening/Watching Comprehension

a Watch the digital story again and tick (✓) where they are.









b Write the suitable title for each category.
Then tick (✓) the correct boxes according to the digital story.

Habitats | Types of Animals | Wild Animals

	(1)							
	 an elephant	 an eagle	 a bee	 a lion	 a crocodile	 a giraffe	 a monkey	 a snake
	(2)							
mammals	✓							
insects								
reptiles								
birds								
	(3)							
a forest								
a jungle								
a savanna	✓							
a river								
mountains								
a field								

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

Example:



What type of animal is an elephant?

It lives in the savanna.

It is a mammal. Where does it live?



d Look at the picture on pages 112 and 113. Answer the questions in pairs.



What are the children looking at?
Which animals do you see?

e Match the titles with the utterances from the digital story. There is an extra one.

1 Habitats
2 Farm animals
3 Wild animals
4 Types of animals

a **Elif:** Do you see the wolf?
b **Toprak:** The elephant is a bigger mammal.
c **Elif:** It lives in the mountains.

f What are the people talking about in the digital story? Ask and answer about the sentences in 1e.

Example:



What is Elif talking about?

She's talking about wild animals.



2 Time to Say Pronunciation

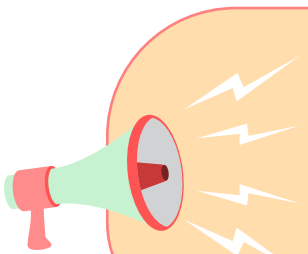
a Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Track 7.1

Elif : Look! There is a snake. It's so quiet and scary. Do you think a gorilla can move faster than it?
Toprak: A gorilla? Of course, not! A snake is much faster. It's a reptile and one of the fastest animals in the field.

b Listen to the words and circle the one with a different sound.

Track 7.2



1. quiet	quick	queue
2. father	river	run
3. strong	music	sky
4. tiger	tie	listen
5. university	true	clue
6. teen	ten	tea
7. use	cup	fun
8. dress	less	dessert

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

Quiet tigers quickly run through tall trees under the sun.

d Find words with the letters "q, r, s, t, u" from the digital story. Say them with the correct sounds.

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a Watch the digital story again and notice the animals below. Then match them with the photos. There is an extra one.

a a bear | b a lion | c a tiger | d a wolf | e a giraffe | f a monkey | g a cheetah

h an elephant | i an eagle | j a parrot | k a snake | l a crocodile | m a whale


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐


9 ☐


10 ☐


11 ☐


12 ☐

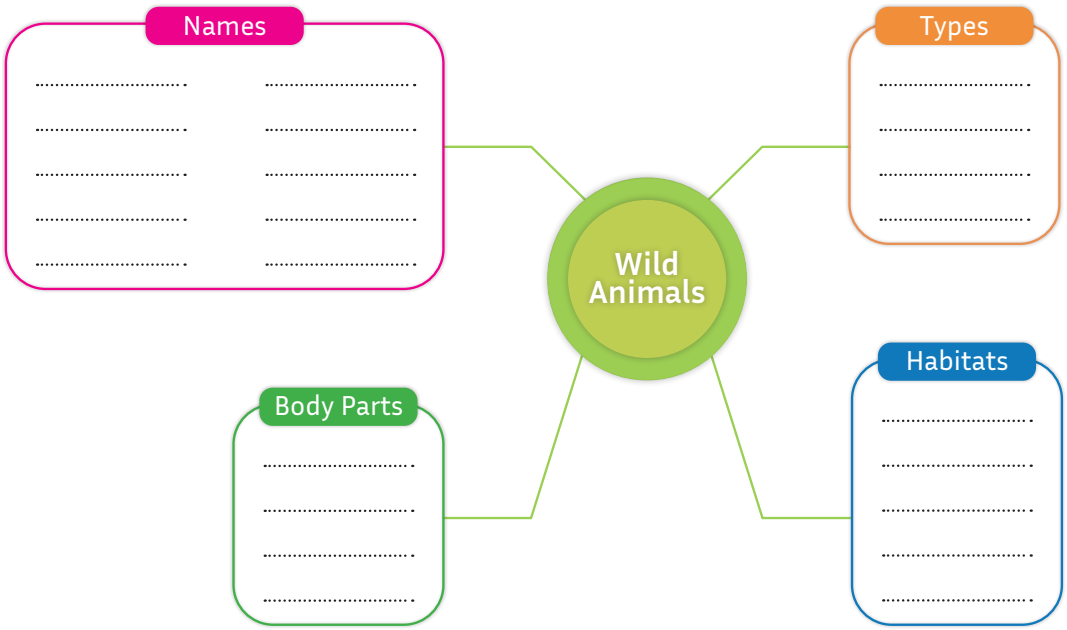
b Listen to the animals in 3a to check your answers. Then repeat them as a whole class.

Track 7.3

c Find the words in each wheel and circle them.



d Complete the diagram with the words on the wheels in 3c.

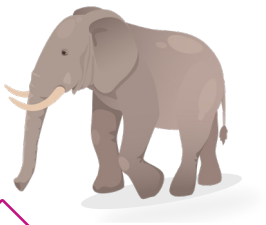


e Watch the digital story carefully again and describe the animals using the words in 3d.

Example:

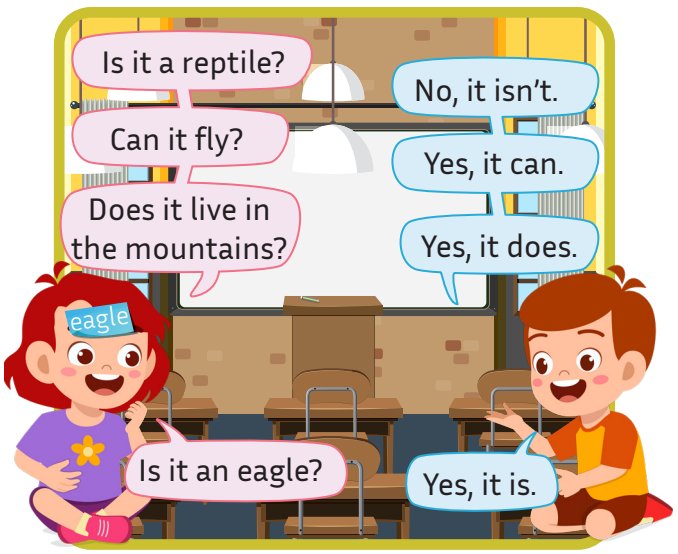


The elephant is a mammal. It has got tusks. It lives in the savanna.



4 Time to Play

a Play the "Guessing Game" in pairs. Write the name of an animal on a piece of paper and don't tell it. Stick it on your friend's forehead. Your friend asks you questions to guess the animal. She/He can ask five questions maximum.



bee

whale

parrot

5 Time to Keep in Mind

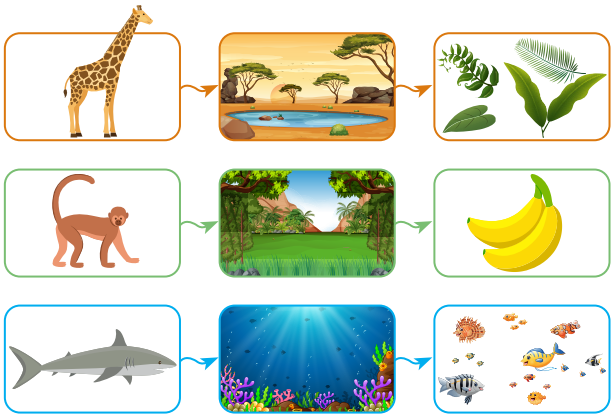
Language in Use

Time for a task

a Follow the lines. Ask and answer in pairs.

TIME TO REMEMBER!

A: Where does a zebra live?
B: It lives in the savanna.
A: What does it eat?
B: It eats grass.



Example:



Where does a giraffe live?

It lives in the savanna.



b Ask and answer about the animals below.



USE

fly
climb
move fast
swim
attack
talk

TIME TO REMEMBER!

A: Can a zebra attack a wolf?
B: No, it can't.

Example:



Can a parrot talk?

Yes, it can.



c Match the halves of the statements and say. There is an extra one.

TIME TO REMEMBER!

Birds must travel to find warmer habitats.

1. The zebra must be really ...
2. All sea animals must be ...
3. Animals must find ...
4. The monkey must ...

1	b
2	.....
3	.....
4	.....

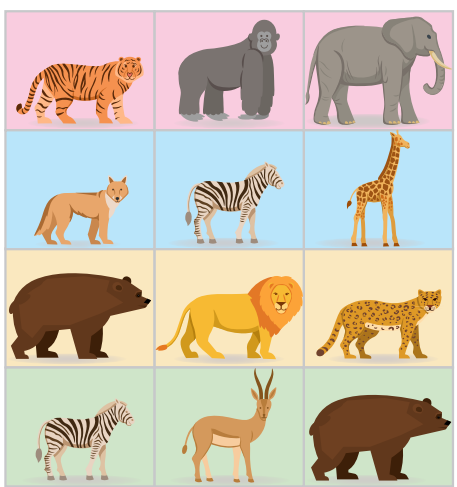
a. food and water to live.
b. quick to survive.
c. swim very well.
d. climb trees to be safe.
e. careful about the sharks.

Example:

The zebra must be really quick to survive.



d Compare the animals in the boxes in turns.



USE

big
fast
tall
dangerous
heavy
small
strong
slow

Example:

A gorilla is bigger than a tiger but an elephant is the biggest of all.



TIME TO REMEMBER!

A snake is faster than a gorilla. It is one of the fastest in the field.

6 Time to Play

a Take turns to play the game. Compare the animals in pairs.
Use comparative forms for grey paths and superlative forms for orange paths.

Example:



A cat is smaller than an elephant.

The lion is the strongest animal in the jungle.



USE

small big short tall high strong weak dangerous
quiet quick fast slow wild huge furry good bad



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

7 Time to Explore

Reading Comprehension

a Look at the photos behind the text quickly. What is it about?

b Read the text quickly and answer the questions.

1. Which animals are there in the text?
2. Where do they live?

c Read the text carefully and complete the sentences with the correct words below. There is an extra one.

faster better tallest strongest shorter
habitat fish dangerous bigger

ANIMAL HABITATS

There are many types of animals in the world. They need food, water, air, and a place to live. A **(1)** _____ is the place where an animal lives. Some animals live in forests, others live on farms or in oceans. Animals live in different habitats because they have special abilities.

Tigers and elephants live in the forest. Elephants are **(2)** _____ and heavier than tigers, but tigers are among the **(3)** _____ animals in the forest. However, all elephants and tigers must be careful because there are many other big animals, like bears.

There are different kinds of **(4)** _____ , whales, and sharks in the ocean. They can all swim very well. Whales are the largest animals on Earth. Sharks are smaller but more **(5)** _____ than whales. Sea animals must watch out for these wild sharks.

Animals like seals and seagulls live on the coast. Seals are **(6)** _____ swimmers than seagulls but they must rest after hunting in the water. Seagulls also hunt for fish.

In the savanna, we can see zebras and giraffes. Zebras are **(7)** _____ than giraffes. They can run away from danger or hide in the tall grass thanks to their black and white stripes. Giraffes, on the other hand, are the **(8)** _____ animals. They can reach the high leaves of trees.

d **Read the text on page 120 again and tick (✓)the correct option.**

1. They are among the strongest animals in the forest.	☐ Elephants	☐ Tigers
2. They are the largest animals on Earth.	☐ Sharks	☐ Whales
3. They are better swimmers.	☐ Seagulls	☐ Seals
4. It is heavier than the tiger.	☐ The elephant	☐ The monkey
5. It can run faster.	☐ The zebra	☐ The giraffe
6. It is more dangerous than the whale.	☐ The shark	☐ The seagull

e **Ask and answer about the animals in the 7d in pairs.**

Example:



Which animals are among the strongest in the forest?

Tigers are the strongest animals in the forest.



Writing

8 Time to Note Down

a **Ask and answer about your and your friend's favourite animals. Then complete the table.**

	My favourite animal	My friend's favourite animal
Name :		
Type :		
Habitat :		
Body Parts :		
Abilities :		

Example:

What is your favourite animal?

It's a bear.

What type is it?

It's a mammal.





b **Look at your notes in 8a. Write about your and your friend's favourite animal's type, habitat, body parts, and abilities.**

My favourite animal is .....
It lives .....
It has got/hasn't got .....
It can/can't .....
My friend's favourite animal is .....
.....
.....
.....

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

9 Time to Learn More

CLIL&Culture

a Read the text about penguins and do the puzzle.

PENGUINS

Penguins are amazing birds. People love them because they look cute. They live in the coldest places on Earth, like the Antarctica. There is ice and snow everywhere.

Penguins can't fly but they are great swimmers. They must swim in the ocean to find food. Their favourite food is fish.

Penguins are black and white. They use their flippers to swim. On ice and snow, penguins walk in a funny way. They waddle from side to side.

Some penguins are bigger or smaller than others. For example, the Emperor Penguin is the biggest penguin but the Little Blue Penguin is the smallest.

Penguins are friendly animals. They live in colonies. The colony can be large or small. Penguins stay together to keep warm.

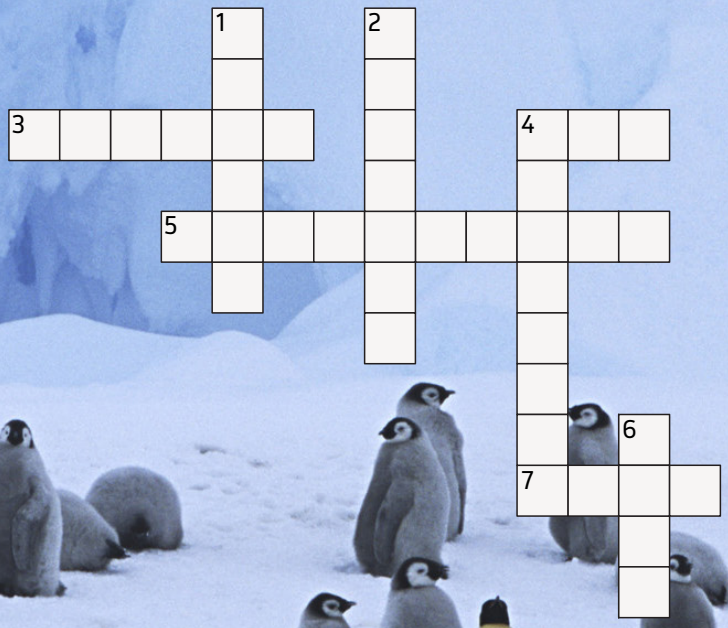
Penguins can communicate with each other! They have different calls to interact with other penguins in their colony. They make funny sounds.

ACROSS

3 The way penguins walk
4 Penguins cannot do this in the sky
5 The cold place where penguins live
7 Penguins can do it well

DOWN

1 A group of penguins
2 The name of the biggest penguin
4 Penguins use these to swim
6 The food penguins love to eat



b Do you know any interesting animals? What do you know about them? Talk about their habitat, food, and features in pairs.

10 Time for a Story

a Look at the pictures quickly and answer the questions.

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

Pets



Jack : Welcome, Janet and Sara. Are you ready to meet my pets?
Janet : Yes, Jack. Where are they ?
Jack : Here, in my room. Max is my dog and Tattoo is my parrot.
Sara : Wow! They are so cute.



Janet : Look at Tattoo. It is the most colourful of all birds, I guess.
Jack : Sure, it is! Its feathers are great. I love watching them.
Sara : Is it difficult to take care of a parrot?
Jack : Not much. It is easier than taking care of Max.



Janet : Why do you say that, Jack?
Jack : Max actually gets the lion's share of my time! He is more playful than Tattoo.
Sara : I see. He is a curious dog, isn't he?
Jack : Definitely! He is very active and he wants to smell everything in the house.
Sara : Oh, that can be dangerous.
Jack : Yes, he always knocks over my stuff, even my favourite plant. I'm afraid he will hurt himself.
Janet : Haha. Max, don't forget! Curiosity killed the cat!



Sara : He looks fat, Jack. Does he eat too much?
Jack : He always barks and wags his tail to ask for food even when he is full. I say to him, "Please stop crying wolf!"
Janet : He can have health problems. You must be more careful about his diet.
Jack : I can't say no! He can sometimes be difficult but I love him.

b Read the picture strip story quickly and find the names of Jack's pets. Then act out in groups.

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

Time to Think

1. What colour is Tattoo?
2. Which one is easier, taking care of a parrot or a dog?
3. Who is more active, Max or Tattoo?
4. What does Max do to ask for food?
5. What does Janet advise Jack?

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

Example:



What colour is Tattoo?

It's colourful.



e What is your favourite animal? Ask and answer about it in pairs.

Example:



What is your favourite animal? What does it look like?

It is ...



11 Time for a Project

Follow the instructions and do your project.

How to describe wild animals

1. Search for information about wild animals.
2. List the information.
3. Make a drawing of wild animals.
4. Use your notes and drawing to make a poster.
5. Present your poster to the class.
6. Remember to give positive feedback on your classmates' projects.

Elephants are big mammals. They live in the savanna.



12 Time to Check Your Progress

Colour the block pieces.

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

wild animals in nature

types of animals in nature

their habitats

Time to check

Got it!

Need help!

Confused!

WARM-UP FOR WELL-BEING
GO TO 165 PAGE

LIFE IN THE UNIVERSE & FUTURE

THEME 8

Sub-themes

Planet Earth
School holidays, places, activities, and plans for holidays

Functional Language

Expressing future plans and intentions

Social Language Expressions

Let's take a stroll!
Let's take a breather during the holiday!
We're going on a jolly to the seaside!



TIME TO REMEMBER

TIME FOR AN OVERVIEW

Protect the Earth and keep it clean!

GO TO THE THEME

Introduction

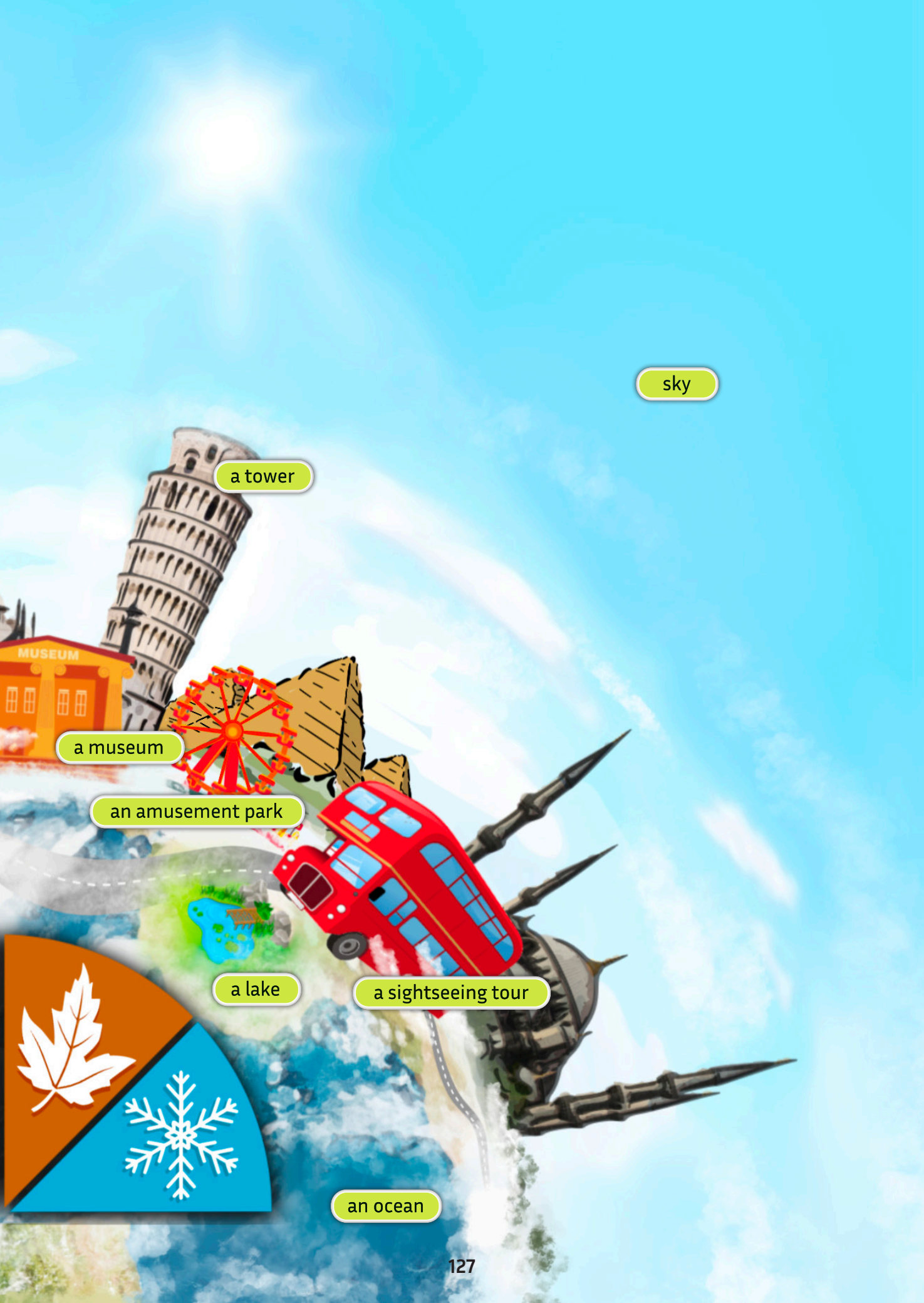
GET TO KNOW

Watch the digital story. What is it about?

a. dreams
b. holidays



DIGITAL STORY

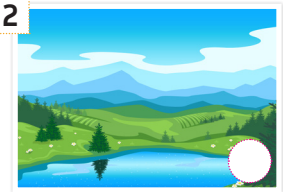

sky
a tower
MUSEUM
a museum
an amusement park
a lake
a sightseeing tour
an ocean

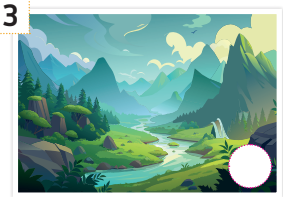
1 Time to Focus

Listening/Watching Comprehension

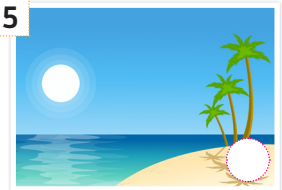
a Watch the digital story again and tick (✓). Which places is the Stark family going to visit?

1 

2 

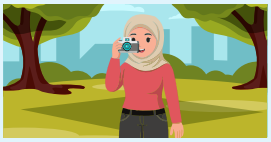
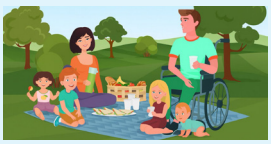
3 

4 

5 

6 

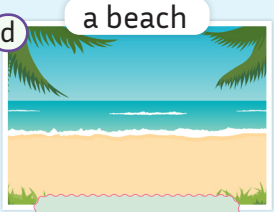
b Where is the Stark family going to do the activities? Group them.

1	 riding a camel	3	 enjoying the view	5	 taking photos
2	 swimming	4	 making a sandcastle	6	 having a picnic

a a desert 
1-.....

b a valley 
.....

c a lake 
.....

d a beach 
.....

c Ask and answer about the digital story in pairs.

Example:



What are they going to do in the desert?

They are going to ride a camel.



d Look at the picture on pages 126 and 127. Answer the questions in pairs.



How many places do you see?
Which seasons are there in the picture?

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

- [ ] Ms Stark talks about the activities they are going to do in the desert and valley.
- [ ] Mr Stark talks about the places they are going to see on the sightseeing tour.
- [ ] Justin asks about the places they are planning to go on holiday.
- [ ] Mr Stark talks about the family's holiday plans by the lake.
- [1] Ms Stark wants to talk about the half-term holiday plans with the kids.

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

Example:



What is Ms Stark talking about?

She is talking about the half-term holiday plans.



2 Time to Say

Pronunciation

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

eXa Track 8.1

Susan : I really want to see a desert. We can take photos there, can't we?

Ms Stark : Definitely! We are also going to ride a camel there. After exploring the desert, we are going to go to a nearby valley. We will enjoy the view when the sun rises. The clear blue sky and colourful rocks are going to look amazing in our photos.

b Listen to the words and circle the one with a different sound.

eXa Track 8.2



1. video	visit	(vet)
2. writer	water	winter
3. extra	relax	box
4. exciting	boxing	example
5. system	symbol	yellow
6. zebra	zoo	zero
7. city	busy	yes

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

Vera and Wendy see a yellow box in Willy's van next to the zoo.

d Find words with the letters "v, w, x, y, z" from the digital story. Say them with the correct sounds.

3 Time to Learn New Words

Vocabulary A-Z

Time for a task

a Watch the digital story again and notice the words/phrases below. Then match them with the photos. There is an extra one.

a a tower | b a museum | c an amusement park | d a trip
e a river | f a zoo | g a sightseeing tour | h a holiday | i a beach


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐

b Listen to the words and phrases in 3a to check your answers. Then repeat them as a whole class.

Track 8.3

c Ask and answer about the digital story in pairs.

Example:



What are they going to do?

They are going to visit a tower.



d Look at the picture on pages 126 and 127. Tick (✓) the ones you see.

☐ a continent	☐ a desert	☐ a climate
☐ a valley	☐ a season	☐ a lake
☐ an ocean	☐ a rock	☐ tourism

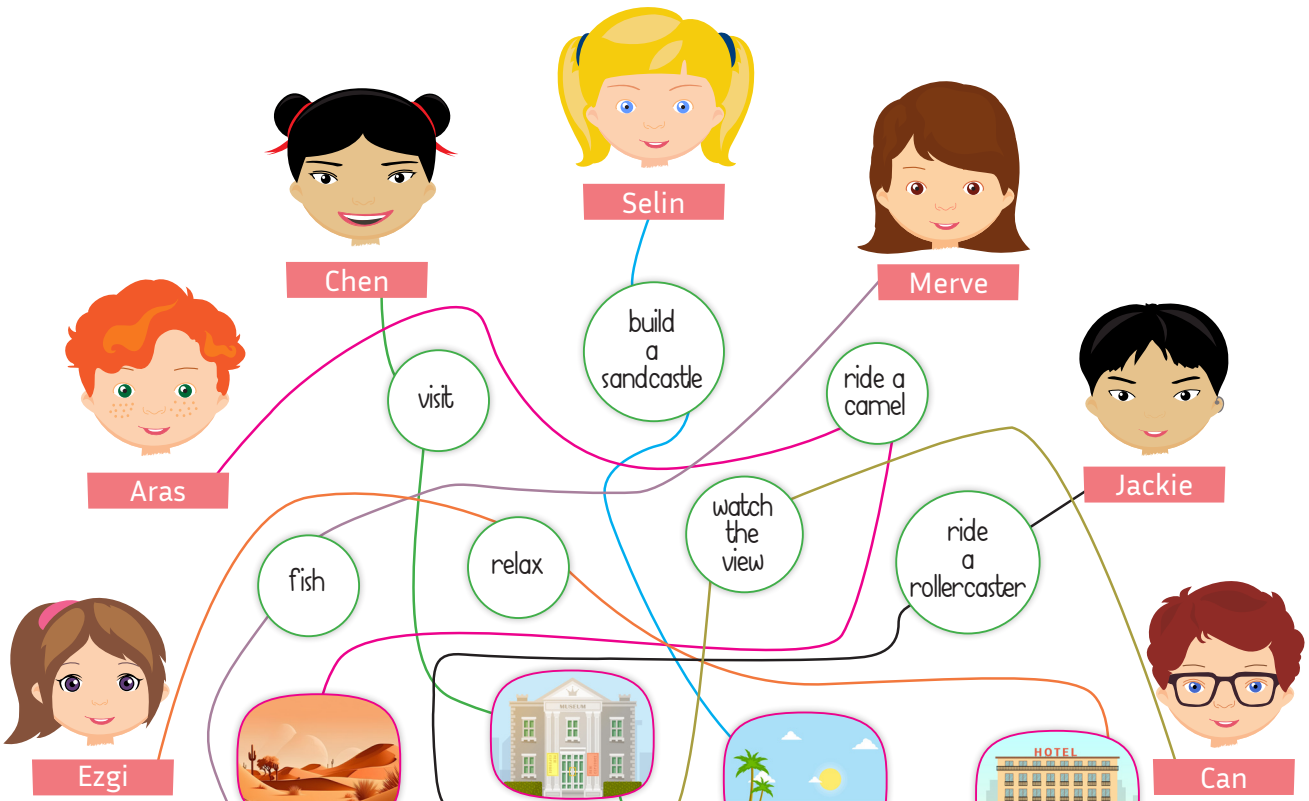
e Watch the digital story and complete the sentences with the verbs in the box. There is an extra one.

rises pack invite recommend book stay

1. We can _____ our cousins to join us.
2. We should _____ our hats, sunglasses, and sunscreen.
3. I am going to _____ a sightseeing tour for us.
4. We are going to _____ at a cosy hotel near the ocean.
5. We are going to watch the view when the sun _____.

4 Time to Play

a Follow the lines. Complete the tables and say: What are the children going to do?



Example:

Selin	.....	.....	.....	.....	.....	.....
build a sandcastle	....	....	....	....	....	....
beach	.....	.....	.....	.....	.....	.....

Example:



What is Selin going to do?

Selin is going to build a sandcastle at the beach.



5 Time to Keep in Mind

Language in Use

Time for a Task

a Look at Lisa's plans and talk about them.

TIME TO REMEMBER!

I am going to go to a sightseeing tour for the summer holiday.



Example:

Lisa is going to visit her uncle.

b Watch the digital story and complete the missing parts in the table. Then talk in pairs.

Activities	Places
take photographs and ride a camel	in the desert
	by the lake
ride the fastest roller coaster	
make a sandcastle	

TIME TO REMEMBER!

A: What are you going to do for your half-term holiday?
B: I am going to go skiing.

Example:

What is the Stark family going to do in the desert?

The Stark family is going to take photographs and ride a camel.

c Look at the picture below. Ask and answer about Uzay's holiday plans.



Example:

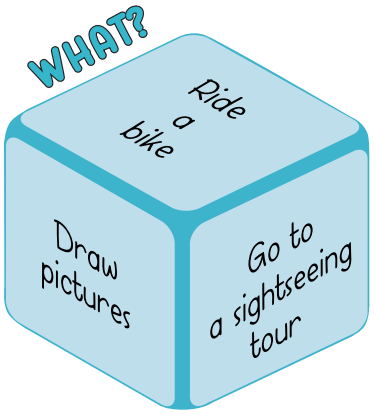
What is Uzay going to do on his spring holiday?

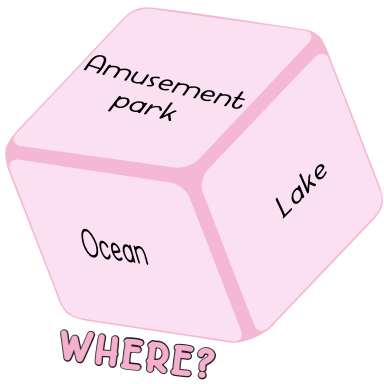
He is going to ride a bike.

6 Time to Play

Go to page 151

a Roll the cubes and complete the chart in pairs.







Names	What?	Where?	When?
Aylin	ride a bike	amusement park	winter
Mike			
Suzan			
Kenan			
Jessie			

b Ask and answer about the chart in 6a in pairs.

Example:



What is Aylin going to do?

Where is Aylin going to ride a bike?

She is going to ride a bike.

She is going to ride a bike at the amusement park.



7 Time to Explore

Reading Comprehension

a Look at the photos quickly. What are they about?

b Read the postcards quickly and match them with the stamps. There is an extra one.





1 .....

Hi, mate!
Guess where I am today, Finland! It is winter here and I am going to watch the Northern Lights. The sky is going to look so magical. I can't wait to see it. Tomorrow, I am going to visit a **museum**. It is made of ice. Yes, real ice! If you are planning a **holiday**, I invite you to come here. It's a perfect place to relax and rest. Next week, I am going to go to Italy to explore the beauty of the country.
See you there.
Arnold



2 .....

Hello from Italy!
I am going to visit the Colosseum tomorrow. The weather is sunny here and perfect for a **sightseeing** tour. Later, I will be at the Trevi Fountain. I will make a wish and toss a coin into the fountain. My wish is to travel all around the world. I highly recommend you to come here, definitely one for your bucket list!
Guess where I am going next.
Arnold



3 .....

Hello again!
As you see in the photo, I'm in England. I'm enjoying the view of the city from above the London Eye. This city is so amazing. I am going to visit Tower **Bridge** tomorrow. The **temperature** is low but I'm in love with the historic vibe of this city. Later, I'm going to relax at Hyde Park. London is a dream destination for me. Now, it's time to go back home!
See you at school.
Arnold

c Read the postcards on page 134 carefully and complete the sentences with the words in bold.

1. You do not go to school or work on a _____ .
2. You visit interesting places on a _____ tour.
3. People and vehicles can go across a _____ .
4. We see historical or artistic works in a _____ .
5. The _____ shows how hot or cold the weather is.

d Ask and answer about Arnold's plans on the postcards.

Example:



What is Arnold going to do in Finland?

He is going to watch the Northern Lights.



Writing

8 Time to Note Down

a Think about your next holiday plans. Then talk about them in pairs.

Example:



Where are you going to go on your next holiday?

What are you going to do there?

I'm going to go to ...

I'm going to ...



b Think about your destination in 8a. Write a postcard to your friend from there.

Dear .....;

.....

.....

.....

.....

.....

.....

.....

.....

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

9 Time to Learn More

CLIL&Culture

a Read the texts and match the photos with the places. There is an extra one.


1


2


3


4

.....

.....

.....

a Lençóis Maranhenses (Desert of Water)	b The Grand Canyon	c Great Barrier Reef
Lençóis Maranhenses is a desert and a national park in Brazil. It looks like a giant beach with its white sand dunes and clear blue lakes. The park is also home to many types of animals and plants, including small fish and birds. Tourists visit this magical desert to explore the park, enjoy the view, swim in the lakes, and take photos. The rainwater fills the sand dunes and creates beautiful lakes.	The Grand Canyon is a national park in the state of Arizona, the USA. It is huge and beautiful. The canyon is over 270 miles long, about 18 miles wide, and over 1 mile deep. The Colorado River flows through it. The park is home to various animals like deer, mountain lions, and different kinds of birds. Tourists come here to hike, see the amazing view, and take photos.	The Great Barrier Reef is off the coast of Australia and includes 2900 reefs and 900 islands. It is the largest reef system on Earth and we can see this amazing place from outer space. It is home to colourful fish, sea turtles, dolphins, and sharks. People visit the reef to go snorkelling or scuba diving. The water is crystal clear, so you can see the colourful coral and fish. People try to protect it so that it stays safe for future generations.

b Read the texts again and write the correct place for each word in bold.

1. The Colorado River flows through **it**. ..... .
2. **It** is like a giant beach. ..... .
3. You can see **it** from outer space. ..... .
4. **It** is a desert and a national park. ..... .
5. You can do snorkelling and scuba diving **there**. ..... .
6. Many kinds of animals, like deer and mountain lions, live **there**. ..... .

c Do you know any other interesting places on Earth? Talk about them in pairs.

10 Time for a Story

a Look at the pictures quickly and answer the questions.

1. Where are the children?
2. What are they talking about?

Holiday Plans



Sara : I can't believe this term is going to end tomorrow.
Janet : We all need to take a breather during the holiday! What are your plans for summer?
Sara : I am going to visit my grandparents in the village. We are going to go hiking in the mountains and enjoy the view of the valley from the top of the hill. It's going to be great fun.



Jack : That sounds cool but tiring. We are going on a jolly to the seaside! We are going to spend the whole day swimming and resting at the beach.
Sara : I recommend you stay in a tent.
Jack : Oh, no. I prefer a comfortable hotel.



Sara : What about you, Janet? What are you planning to do for the summer holiday?
Janet : We're going to go to Paris to visit the Eiffel Tower and the Louvre Museum. We are going to stay at a small hotel close to the city centre. We are going to take a stroll around the city!



Jack : I'm very excited about the holiday. I can't wait to pack my clothes.
Sara : Oh, I am going to miss you all.
Janet : Me too.
Jack : See you in year 6.

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

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

Time to Think

1. What is Sara's holiday plan for summer?
2. Who is planning to go to the seaside?
3. What does Sara recommend Jack?
4. Where is Janet going to go?
5. What is Janet going to do during her holiday?

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

Example:



What is Sara's holiday plan for summer?



She is going to visit her grandparents in the village.

e What are you going to do on summer holiday? Talk in pairs.

Example:



What are you going to do on summer holiday?

I am going to go hiking in the mountains.



11 Time for a Project

Follow the instructions and do your project.

How to plan a dream holiday

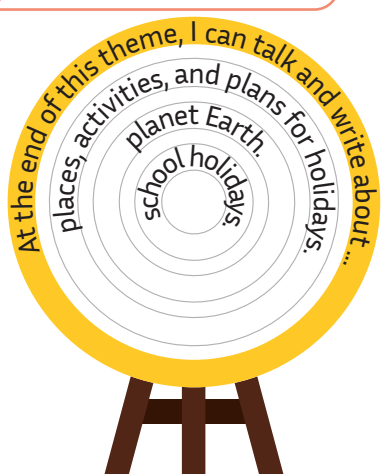
1. Decide on your dream destination.
2. Make a to-do list for your activities.
3. Make a drawing of the place and activities.
4. Use your list and drawing to make a poster.
5. Present your poster to the class.
6. Remember to give positive feedback on your classmates' projects.

This is the poster of my dream holiday. I am going to go to Ankara. I am going to visit Atatürk's Mausoleum there.



12 Time to Check Your Progress

Colour the dart circles.



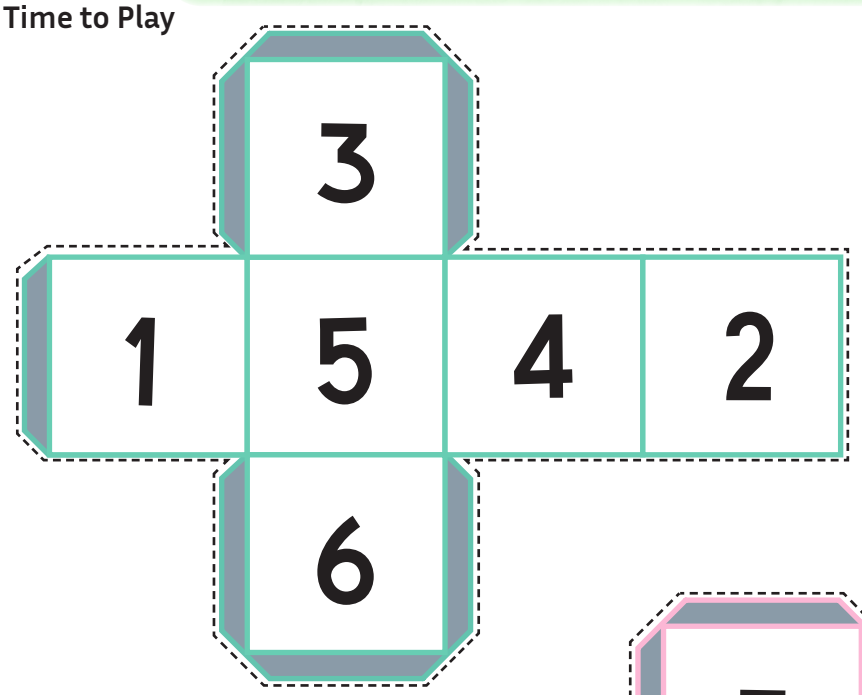
Got it! Need help! Confused!

Time to check

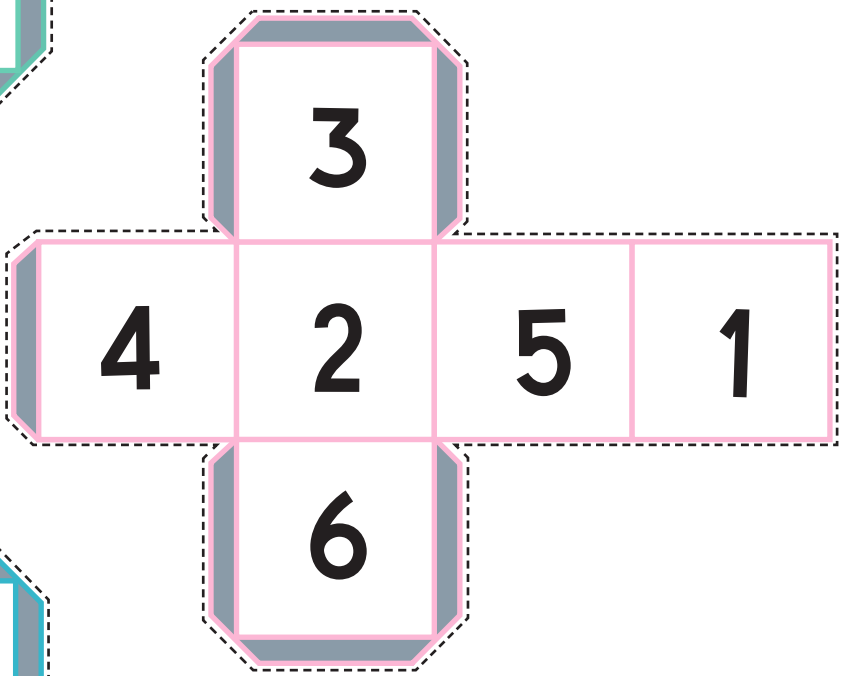
Time to sing

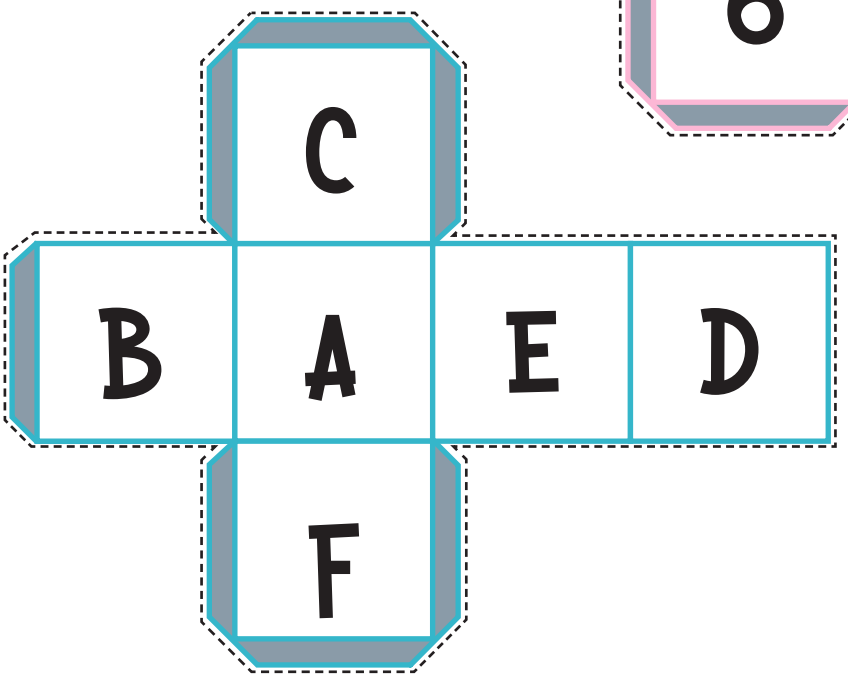
CUT-OUTS

THEME 1
Page 33
Time to Play

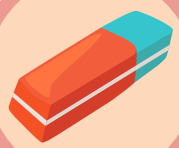


THEME 1
Page 35
Time to Play





a rubber



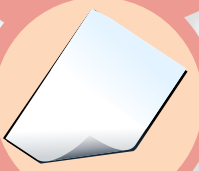
a pencil



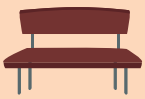
a bookshelf



a sheet



a seat



a bin



a board marker



a dictionary



We throw rubbish in it.

We sit on it.

We look up new words in it.

We use it to write on the board.

We put books on it.

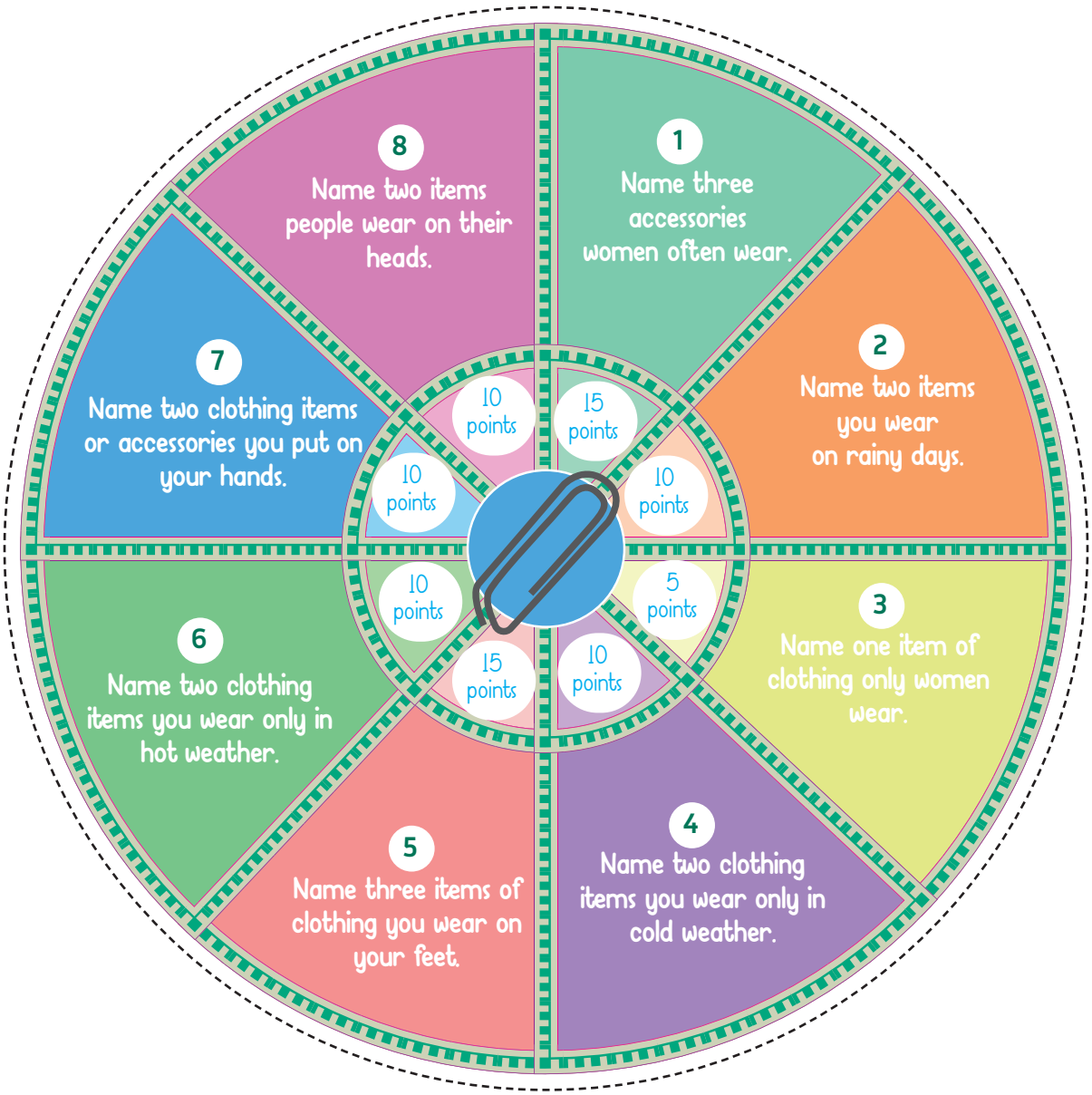
We write on it.

We use it to erase mistakes.

We use it to write in our notebooks.



Is there	Turkish lessons on Monday?
What time does	the Art lessons start?
What time	a rubbish bin in the picture?
How many	Art lessons on Monday?
Are there	a bookcase in the picture?
What time do	a dictionary on teacher's desk?
Is there	a book on the teacher's desk?
Are there	seats are there in the class?
What time does	students are there in the class?
Is there	the Science lesson start?
How many	the English lesson start?
Is there	is it?

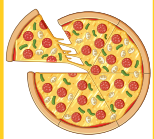
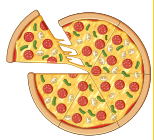
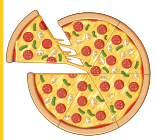
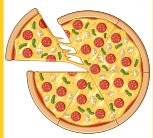

1
Name three accessories women often wear.
2
Name two items you wear on rainy days.
3
Name one item of clothing only women wear.
4
Name two clothing items you wear only in cold weather.
5
Name three items of clothing you wear on your feet.
6
Name two clothing items you wear only in hot weather.
7
Name two clothing items or accessories you put on your hands.
8
Name two items people wear on their heads.
10 points
15 points
10 points
10 points
5 points
10 points
15 points
10 points

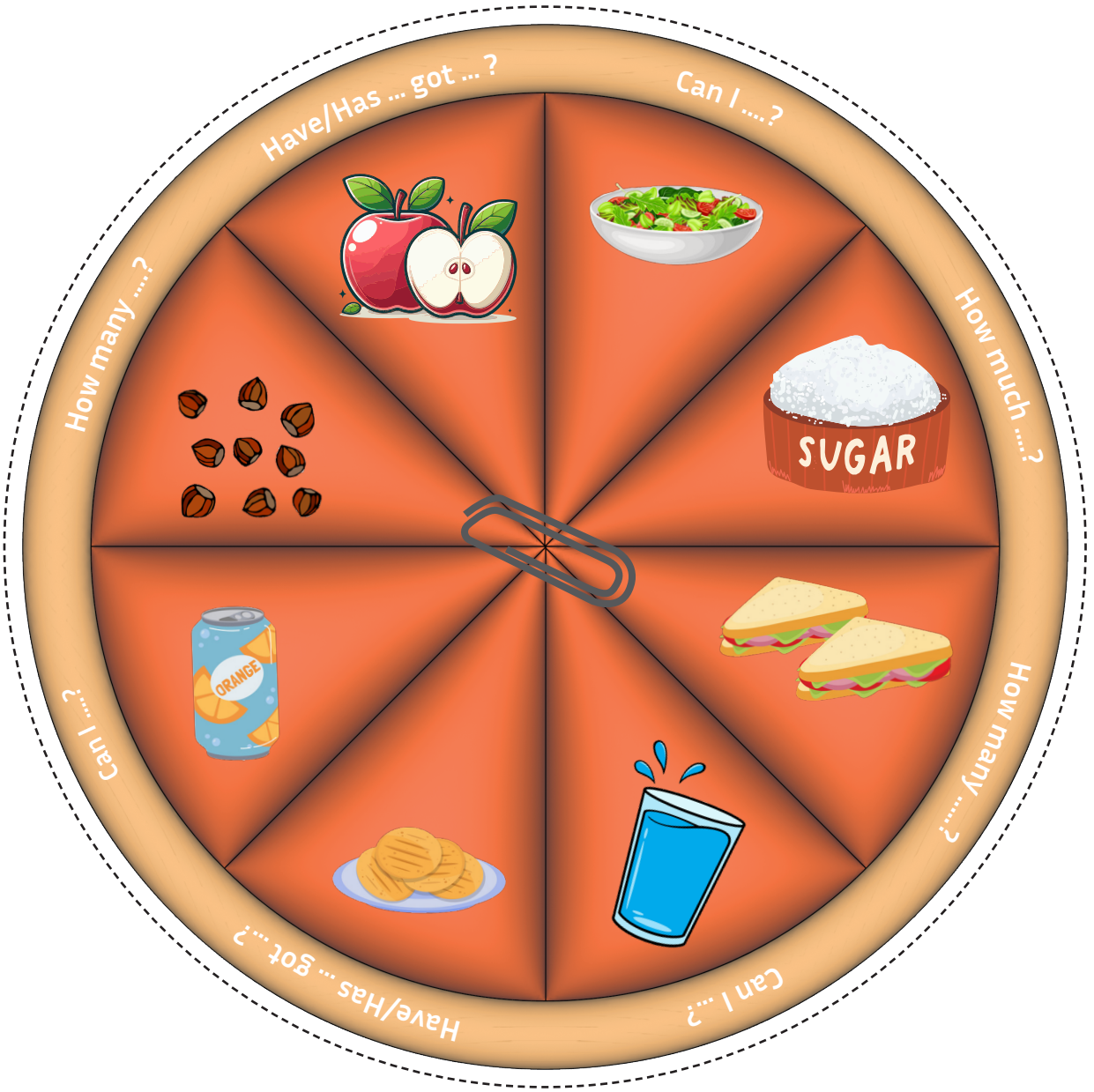
eggs		butter
	cheese	
mushroom		pepper

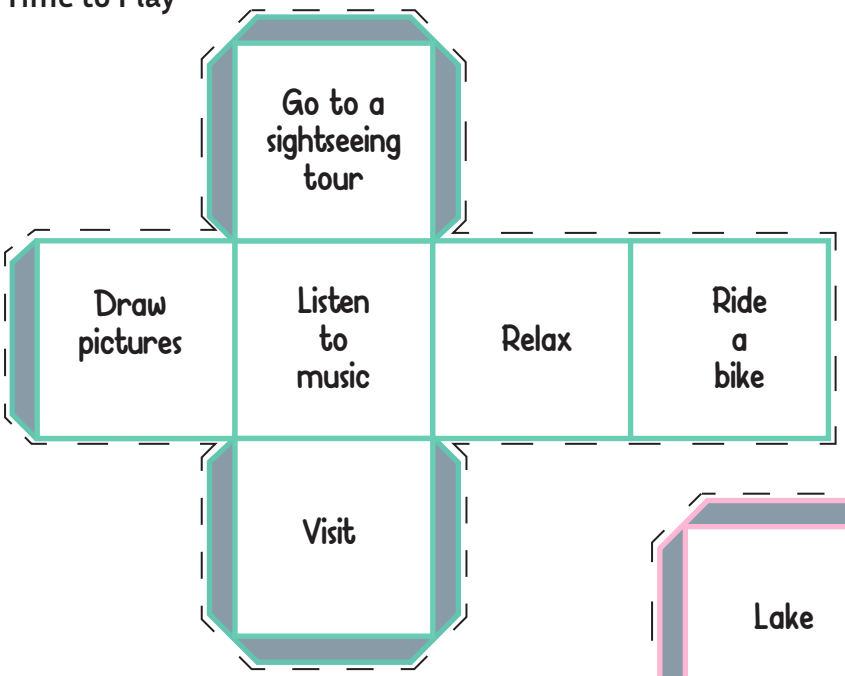
oil		lemon
	lettuce	
cucumber		tomato

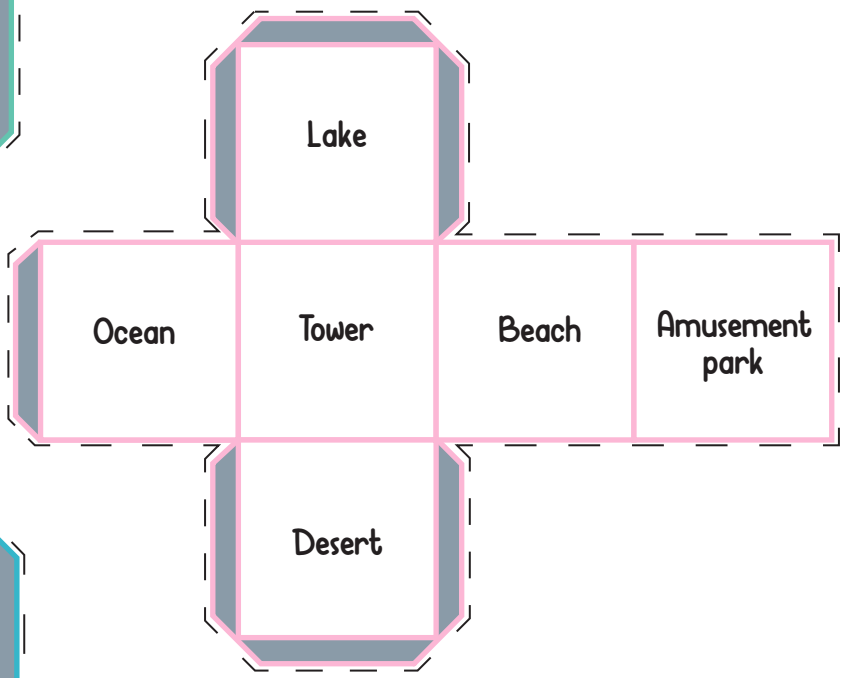
flour		oil
	sugar	
milk		eggs

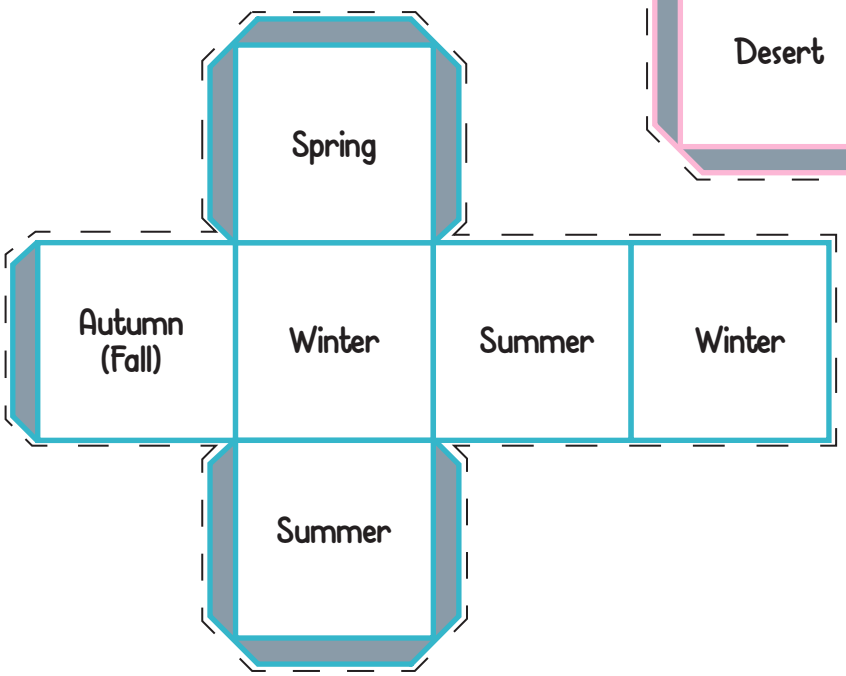
butter		chocolate
	sugar	
eggs		flour

tomato sauce		olives
	mushroom	
cheese		corn


Have/Has ... got ... ?
Can I ....?
How much ....?
How many ....?
Can I ...?
Have/Has ... got ...?
Can I ...?
How many ....?
SUGAR
ORANGE


Go to a sightseeing tour
Draw pictures
Listen to music
Relax
Ride a bike
Visit


Lake
Ocean
Tower
Beach
Amusement park
Desert


Spring
Autumn (Fall)
Winter
Summer
Winter
Summer

DIGITAL STORIES

THEME 1
SCHOOL LIFE

Scene 1

Headmaster: Welcome, everyone! My name is Mr Demir and I am the headmaster of this international summer school. Today is the first day of our school. Let me introduce the school. When you step inside the school gate, you will see a big sports field. You can play basketball, football, and volleyball there. This is Mr Kane. He is the coach of the basketball team. He organises exciting tournaments. We also have a science lab, a conference hall and classrooms for different clubs in our school. Please check your names on the notice board. We also have some important national days for Türkiye to celebrate during the summer: 15 July Democracy and National Unity Day and 30 August Victory Day.
Lucas: Excuse me, Mr Demir! Which school clubs are there in the summer school?
Headmaster: As you can see from the posters, there are nine clubs: a drama club, a maths club, a technology club, an environment club, an art club, a music club, a chess club, a science club, and a sports club.
Lucas: Wow, that's a lot of clubs! I can't decide which one to choose.
Headmaster: Okay. Let me help you. Do you like drawing pictures?
Lucas: Not really. I love playing the piano.
Headmaster: You should join the Music Club, then.
Lucas: Thank you, Mr Demir.
Headmaster: Let's start by getting to know each other! Tell us about your favourite school club, your country, and your likes. Where are you from, Lucas?
Lucas: I'm from Brazil.
Headmaster: Everyone, please take turns to introduce yourselves.
Aiko: Well, I'm Aiko. I'm from Japan. I'm happy to be here.
Headmaster: What's your favourite school club, Aiko?
Aiko: My favourite school club is maths club. I really like solving problems.
Pedro: My name is Pedro. I'm from Spain. I like acting and I want to join the drama club.
Headmaster: Who is from Scotland?
Harris: Me! I'm Harris, from Scotland and I like drawing pictures.
Headmaster: Would you like to join the Art Club?
Harris: Sure!
Mary: I'm Mary from the USA but I live in Canada. I'm interested in technology.
Headmaster: What do you like doing, Mary?
Mary: I like learning how things work.
Eva: I like learning new things, too. But I want to be in the Science club, not Technology Club.
Headmaster: Oh, little genius. Where are you from?
Eva: I'm Eva from Australia.
Headmaster: Thank you, Eva!
Pierre : I'm Pierre from France and this is my friend, Mehriban. She's from Azerbaijan. We love being in nature. So, we want to be in the Environment Club.
Ahmet: I'm Ahmet. I'm from Türkiye. I want to be in the Sports Club.
Roberto: And finally, it is my turn.
Headmaster: Yes, please...
Roberto: My name's Roberto and I'm from Italy.
Headmaster: What's your favourite school club, Roberto?
Roberto: Chess club, of course. I love playing chess!
Headmaster: I'm glad to meet you all.
You can contact my assistant, Ms Uysal at the administration department for more questions.
The Assistant: Excuse me, Mr Demir. We should talk about school rules as well.
Headmaster: You're right, Ms Uysal. First, please introduce yourself.
The Assistant: Oh, sorry! I'm Ms Uysal.
I'm from Türkiye. I'm the assistant to the headmaster, Mr Demir. I sometimes organise

meetings in the conference hall. Let me tell you about the school rules now.
Wear your summer school uniform on weekdays, please.
Keep your classroom and common areas clean.
Don't be late for lessons and activities.
Don't make a noise in the library or study areas.
No shouting in class, please.
You mustn't run in the corridors.
You mustn't fight. Be kind.
That's all. Thank you for listening to me.
Enjoy your summer school!
Students: Thank you!

THEME 2
CLASSROOM LIFE

Scene 1

Teacher: Attention, please. Listen to me carefully. This is your new timetable.
Efe: Hey, Doruk. Can you lend me your pencil?
Doruk: Sure, here you are.
Teacher: Ssh! Don't speak loudly. Talk quietly, please.
Efe: Sorry, ma'am. May I ask a question?
Teacher: Of course, dear.
Efe: Is there a P.E. lesson today?
Teacher: Yes. There is a P.E. lesson every Wednesday.
Sharon: What time does it start?
Teacher: At one o'clock in the afternoon.
Class: Yuppie!
Mike: Is there a Science lesson on Wednesday, too?
Teacher: No, there is not a Science lesson today. We have double Science every Monday at quarter past ten.
Sharon: What about Social Studies, Ms Parker?
Teacher: There are double Social Studies at twenty past nine every Thursday. Look, we have double English every Tuesday. Don't forget to bring your dictionaries.
Class: OK.
Teacher: Let's hang the timetable on the notice board, so you can write it down during the lunch break at noon. Tidy up your desks before you leave kids. Follow the rules, please.

Scene 2

Mike: Hey, Sharon. Can I borrow your pencil case?
Sharon: Sure! Hold on a minute. There it is. Let's have a look at our timetable. How many lessons are there in a week?
Mike: Well, we have thirty-five lessons on weekdays. We don't have any lessons at weekends.
Sharon: OK. Do we have a Maths lesson on Tuesday?
Mike: No, we don't have a Maths lesson that day. There are double Maths lessons at half past eight in the morning on Monday.
Efe: I like Maths, but my favourite lesson is Art.
Mike: Oh, there are double Art lessons at eleven o'clock on Thursday. I love Music. It is my favourite lesson.
Efe: We have a Music lesson on Friday.
Mike: What time does it start?
Efe: At twenty to two in the afternoon.
Efe: We have a P.E. lesson now. Come on, let's go to the sports field.
Teacher: No running, kids! Walk slowly.
Kids: OK, sir.

THEME 3
PERSONAL LIFE

Scene 1

Ali: Hey, Melissa! Look at my new video game. In this game, you always make different characters and decide on their clothing and activities.
Melissa: Wow! That sounds very cool! First, let's make our character.

Scene 2

Jack: What are you two doing?
Melissa: We're playing a game on the computer. You make your characters and sometimes send them on a mission. Do you want to join us?
Jack: Sure! I love video games like this. Let's get started.

Scene 3

Ali: Okay, here is our first character, Lara. She's got curly hair and an oval face. She's thin and of medium height. What kind of activities should we choose for her?
Melissa: Hmm... She's an adventurer. She always watches the stars to find the way. Then she draws the paths on a map. She travels around the world and never stops. So, she needs comfortable clothes, doesn't she?
Jack: Sure! Let's give her jeans, a T-shirt, a jacket, and shoes. Oh, and a handbag, of course. She puts her maps and books in it.
Ali: Hmm, a raincoat, gloves, and an umbrella. Don't forget the rainy days in her adventures!
Melissa: Good idea, but she looks too ordinary. I think we should add a ring and a necklace for some style.
Jack: Maybe not, Melissa. She's going on an adventure, not a fashion show! She doesn't need to go shopping for fancy clothes, does she?
Melissa: You're right. Daily clothes are OK. Let's give her a mission.
Ali: How about looking for a treasure chest hidden in the forest?
Jack: Perfect! Oh, we've got a problem. She needs a friend. Let's make another character.

Scene 4

Melissa: This time, we should make a male character. He is tall with straight hair and a square face. What are his abilities?
Ali: He's Tom, the inventor! He usually makes some materials to help Lara during the journey. He also reads maps to find the way when they're lost.
Jack: So nice! He wears a jumper, jeans, and a belt. He also has a bag. What do you all think?
Melissa: That's fine, but he also owns a hat and boots.
Ali: Oh, no! I think this is the wrong colour for his boots. Let's sort out the problem.
Jack: Done! Now, let's decide what happens next.

Scene 5

Ali: Maybe they sometimes get lost in the forest. Then they meet a talking fairy. Rose. She helps them find their way.
Melissa: A talking fairy? That's very creative! She's got a cute face and always smiles. She's also got a small head, a small nose, two green eyes, two arms and hands, and ten fingers. She's got two short legs, and two small feet. She looks like a human but she has two green wings.
Jack: Haha! That's amazing! The fairy gives them a clue about the treasure chest. It says "Follow me! I can show you the route." They need to solve a puzzle first.

Scene 6

Melissa: Perfect! I have to leave now. I'll pop around to see you after dinner. Don't finish the game without me, please.
Jack: Don't worry, Melissa. We always have the best adventure all together!

THEME 4
FAMILY LIFE

Scene 1

Emma: Hey Mike, here's our family photo album! Let's look at some old photos!
Mike: Oh, great idea! I love looking at family photos.
Emma: Look at this one! We're having a picnic at the beach. My dad's fishing with my uncle and my mum's having a barbecue. My brother, James is playing a board game with me as usual.
Mike: You're having so much fun, aren't you?
Emma: Yes, lots of fun!
Mike: Here is a photo of us camping! Camping is an important organisation in our family! We're in the forest. My mum's tidying up the tent and my dad's taking care of our pet, Itsy. Look! I'm cycling with my sister, Tina. Our bicycles are new!
Emma: I remember that day! We have so many good memories, don't we?
Mike: Exactly! There is another photo of my mum and dad at a festival. My mum's dancing and my dad's taking photographs with a camera.
Emma: Is that your dad's own camera?
Mike: Yes, it's his.

Emma: He doesn't like dancing, does he?
Mike: No, he never dances!
Emma: My dad is the same but your parents are very active, aren't they?
Mike: Hmm... That's right. They always focus on resting and relaxing on holidays, but they organise great things on special days.
Emma: I know. Oh, that's my favourite.
Mike: Yeah, it's a photo of our families at an art museum. We're looking at paintings of your aunt, Sally.
Emma: Such a fantastic day! We enjoy the artistic works.
Mike: The last one... It's from my birthday party. We're playing with balloons all together. What an enjoyable day!
Emma: Yeap! I love everything about your parties, especially the food. Your grandmother always makes the best biscuits and sandwiches. Your grandfather also plays great songs with his guitar. They're a nice couple, aren't they?
Mike: Thanks Emma! They always join in the fun. That's why I love family events.
Emma: We each have specific roles at these events. All the family members do their tasks.
Mike: It makes the day great, doesn't it?
Emma: Sure, it does. So, we can organise a trip for the weekend holiday.
Mike: That sounds good! Let's ask our parents.

THEME 5
LIFE IN THE NEIGHBOURHOOD AND CITY

Scene 1

Mr Carter: Hello, I'm Sam Carter. I want to hire a house in Türkiye. Can you help me, please?
Agent: Of course, Mr Carter. I am Harper Bell. Please, have a seat. Which city do you prefer?
Mr Carter: Well, I'm looking for a house in Muğla. A friend of mine lives there. So, I want to see it and stay there during the summer.
Agent: OK. I can show you some houses in Bodrum and Akyaka.
Mr Carter: What are the differences between these two towns?
Agent: Well, Akyaka is smaller and more peaceful than Bodrum. Bodrum is hotter and more crowded. In Bodrum, there are a lot of shops and sports centres near the square. There are also some ancient sites, mosques, a castle, and a museum.
Mr Carter: Oh, I see. I want to stay in a smaller and quieter place. I think it is better for me. So, please tell me more about Akyaka.

Scene 2

Agent: All right, Mr Carter. People love Akyaka. They take lots of photos of its beautiful nature. The neighbourhood is very quiet and peaceful. There is a street fair on the corner near the beach. People sell handmade accessories.
Mr Carter: Well, is there a cinema in the town?
Agent: No, there isn't. Everybody goes to the open-air cinema just outside the town.
Mr Carter: Oh, OK.
Agent: There is a gym near the square and you can also attend the social events in the town. At this time of the year, there are paintings by local artists displayed along the street. They are wonderful and you feel like you are walking through an art gallery.
Mr Carter: Hmm, that's great. What about water sports?
Agent: Well, people swim and fish there. They can jump into the sea from a platform. They also experience and enjoy windsurfing on Akyaka's coast.
Mr Carter: They all sound wonderful. Now, what can you tell me about the house?
Agent: There are two bedrooms, a large sitting room, and a bathroom in the house.
Mr Carter: Is there a dining room?
Agent: Oh, no. There is not a dining room in the house, but you can use the kitchen or balcony for meals. There is a wide table in the garden, so you can enjoy your meals there. It is even better than eating indoors, isn't it?
Mr Carter: Yes, I think so.
Agent: There is a garage outside, too. So, this house is more comfortable than a flat. And it is close to the beach. Everybody walks or cycles to the beach easily.
Mr Carter: Oh, it's good for me. What about the furniture? Is it furnished?

Agent: Yes, it is a move-in-ready house. You'll use the owner's furniture. You don't need to repair anything in this brand-new house. There are two armchairs, a wide sofa, and a bookcase in the sitting room. There are three beds and two wardrobes in the bedrooms. There is a cupboard in the kitchen, and you can find spoons, forks, knives, and plates on the bottom shelf. There is also a fridge, an oven, and a dishwasher in the kitchen. There is a toilet and a bath in the bathroom.

Scene 3

Mr Carter: Everything seems perfect. It's suitable for me and my family. I'd like to see this house.
Agent: Sure. Feel free to contact me any time. I can guide you and take a tour.
Mr Carter: Thank you so much. Have a nice day.
Agent: Have a nice day!

THEME 6
LIFE IN THE WORLD

Scene 1

Mr Bell: Hello, I'm Mr Bell. I'd like to book a table for two, please. Have you got a table available?
Waiter: Of course, we have! When would you like to come, Mr Bell?
Mr Bell: Tomorrow evening, around 7 p.m.
Waiter: Let me check. Yes, I'm reserving a table for you at 7 p.m.
Mr Bell: Brilliant! What's on the menu?
Waiter: We've got a special menu for the Food Festival. The chef prepares a special dish with fresh, healthy home-made salad. He also recommends our soft, home-made bread served with soup.
Mr Bell: Tasting special dishes sounds lovely! Can I order when I get there?
Waiter: Yes, of course. We will serve you straight away.
Mr Bell: Perfect! Can I pay by card?
Waiter: Sure. You can pay by card or in cash.
Mr Bell: Great, thank you.
Waiter: We look forward to welcoming you tomorrow at 7 p.m. See you then!
Mr Bell: See you!

Scene 2

Waiter: Good evening! Do you have a reservation?
Mr Bell: Yes, we do. I'm Mr Bell.
Waiter: I see. This way, please.
Mr Bell: Thanks.

Scene 3

Waiter: May I take your order? What would you like to have?
Mr Bell: Could I see the menu?
Waiter: Certainly. Here you are, I'd recommend the chef's special. Beef with mashed potatoes on the bottom and a special sauce on the top. The chef cooks it slowly.
Mr Bell: Hmmm... That sounds delicious. I'll have that, please.
Waiter: How would you like your meat? Rare, medium, or well-done?
Mr Bell: Medium, please. And could you make sure it's not too fatty?
Waiter: Of course! Would you like a starter?
Mr Bell: No, thanks. The beef is more than enough.
Waiter: What would you like as a drink?
Mr Bell: A glass of soda water, please.
Waiter: And for you, madam?
Ms Bell: I don't want to put on weight, so I'd like something light.
Waiter: May I suggest a bowl of tuna salad with a small amount of boiled beans?
Ms Bell: Yes, I think I'll go for that, but no oil, please.
Waiter: Sure. Anything to drink?
Ms Bell: Yes, I'd like a smoothie, please.
Waiter: All right!
Mr Bell: Can you recommend something sweet? I'm in the mood for dessert.
Waiter: Certainly! We have a delicious apple tart and lemon cheesecake. Both are very tasty. We make the cheesecake with high-quality dairy.
Mr Bell: I'd love to try the apple tart. Does it contain any nuts? I'm allergic to nuts.
Waiter: No, not at all, sir.
Mr Bell: Brilliant! I'll have the apple tart, then.

Thank you!
Waiter: You're most welcome, sir! And for you, madam?
Ms Bell: Just some sugar-free ice cream, please!
Waiter: Of course, madam. Your meals will be ready soon.

Scene 4

The Chef: Good evening, sir and madam. I hope you enjoy our special dishes.
Mr Bell: Absolutely, chef! The service is excellent! The beef is tasty. What's special about the recipe?
The Chef: I can give you some tips, sir. First, I prepare a sauce with a bit of oil and spices. I cut the beef carefully and marinade the beef slices in the sauce for a couple of hours.
Mr Bell: It smells wonderful. What happens after marinading?
The Chef: I boil some potatoes and mash them with some salt and butter. Then I heat the pan and cook the beef slices on both sides. Then I add some butter and garlic. I put some mashed potato and the beef on an empty plate carefully. I add some spices on top of it. And finally, there's a little secret ingredient that I can't tell you about.
Mr Bell: Chef, I really enjoyed it. Thank you for the wonderful meal.

THEME 7
LIFE IN NATURE

Scene 1

Elif: What a brilliant national park! Wow, look at that huge elephant! Its tusks are so big! Do you think the elephant is bigger than the giraffe?
Toprak: Hmm, the elephant is a bigger mammal but the giraffe is definitely taller. Giraffes are the tallest animals! They can eat the leaves of high trees in the savanna.
Elif: You're right. Oh, there's a lion, the king of the jungle! It's so furry. And look at those strong paws!
Toprak: Yeah, the lion runs faster than the tiger, doesn't it?
Elif: No way! The lion's strong but the tiger can run faster. The tiger's also the best hunter in the forest.
Toprak: And the eagle must be the best hunter in the sky, right?
Elif: Sure. Look, it has large wings. The eagle can fly higher than the parrot. It can also see better than other birds. It lives in the mountains.
Toprak: Cool! Do you see the wolf? It's wild and it can attack other animals in nature.
Elif: Oh, poor zebra! The zebra must be quick to survive. Look at the monkey swinging. It's so funny. What a long tail it has!
Toprak: I love monkeys. You know, the monkey can climb better than the bear.
Elif: Yes, the bear is enormous and strong but the monkey can move and climb better in the forest. It is a very quick mammal.
Toprak: This place is amazing, isn't it? Oh, look! There are so many bees. We'd better be careful.
Elif: Definitely! Here's my favourite. Look at the penguin swimming.
Toprak: Can it swim faster than a crocodile?
Elif: I don't think so. Penguins are good swimmers but crocodiles are the best swimmers in the river.
Elif: Ohhh!
Toprak: Why do you close your eyes, Toprak?
Elif: Look! There's a snake. It's so quiet and scary. Do you think a gorilla can move faster than a snake?
Toprak: A gorilla? Of course, not! A snake is much faster. It's a reptile and it's one of the quickest animals in the field.
Elif: We must go and have a look at the leopard. This national park is amazing, Toprak. All these animals have such cool skills!
Toprak: That's true. From birds to insects, each animal here can do something special. This is the most interesting national park ever!

THEME 8
LIFE IN THE UNIVERSE AND FUTURE

Scene 1

Ms Stark: Hey kids! Come here. We're talking about our half-term holiday.
Justin: Oh, are we going somewhere?
Mr Stark: Absolutely! We are going to visit an amazing continent with your aunt and cousins.
Susan: Yay! Can I help you plan the trip?
Ms Stark: Of course, we want everyone to be involved in planning. It's going to be fun for the whole family.
Justin: Where are we going first?
Mr Stark: Our first stop is a famous desert. The temperature will be high there, so we should pack hats, sunglasses, and sunscreen. We are going to need them.
Susan: I really want to see a desert. We can take photos there, can't we?
Ms Stark: Definitely! We're also going to ride a camel there. After exploring the desert, we're going to go to a nearby valley. We will enjoy the view when the sun rises. The clear blue sky and colourful rocks are going to look amazing in our photos.
Justin: That sounds fun but are we going to have time to relax?
Mr Stark: Sure, we are going to spend time by a calm lake after all those activities. We can also enjoy a picnic there together. Then we're going to rest at a cosy hotel near the ocean. Everyone recommends it! You can relax while listening to the waves, Justin. It's going to be so peaceful.
Susan: Cool. We should do something fun too, right?
Mr Stark: What do you recommend?
Susan: I want to go to an amusement park to ride the fastest roller coaster. It's going to be so much fun!
Ms Stark: Of course.
Justin: I can't wait. Are we going to visit historical places, too?
Mr Stark: Yes, I'm going to book a sightseeing tour for us. We can see historical places, towers, bridges, mosques, and more...
Susan: Can we invite our cousins to join us on the tour?
Ms Stark: Of course! We can go together to a museum, too!
Susan: Great. It's going to be a great opportunity for all of us to see many animals from different continents.
Justin: What about the beach? Are we going to spend time there, too?
Ms Stark: Sure. We're going on a jolly to the seaside at the end of our holiday. You can swim, build sandcastles, and collect seashells together. You're going to enjoy the lovely weather.
Justin: This is going to be the best holiday ever!
Susan: I'm so excited. I can't wait to start packing!
Ms Stark: Let's make this half-term holiday unforgettable.

LISTENING TEXTS

REVISION 1

Track 1
Page 16
1. Listen to the dialogue and complete it. There is an extra one.

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

REVISION 2

Track 1
Page 22
1. Listen to the texts and number them.

1. Hello! My name is Aylin. I live in Ankara with my mum and dad. I'm a teacher. I work at a primary school. I teach English to my students. They are kind and I love my job. I go to school at 8 o'clock in the mornings. After school, I go to the library or café. I love reading books. At weekends, I visit my family.
2. Hi! I'm Ali. I'm a police officer. I work at a big police station in İzmir. I wear a uniform. I help people and keep the city safe. I start work early in the mornings. I love my job. It's sometimes hard but I enjoy helping others.
3. Hi! I'm Zeynep. I'm a doctor. I work at a hospital. I help sick people and check patients every day. I sometimes work at nights. I like helping people. I go to the café after work and drink tea. On Sundays, I go to the market with my family. We do the shopping and buy fruit and vegetables.
4. Hi! My name is Murat. I'm a farmer. I live in a village. I grow fruit and vegetables. I also take care of animals. Every morning, I get up early and work on the farm. On Saturdays, my children help me. We like working in the garden. I love nature and my job.
5. Hello! I'm Seda. I'm a singer. I sing songs with my band. I go to the studio every day. In the evenings, I take my dog for a walk and read books. On Sundays, I go to the theatre with my friends. After that, we drink coffee together. Singing is fun. I love my life!)

THEME 1
SCHOOL LIFE

Track 1.1
Page 31
Time to Say
Activity 2
a. Listen to the utterances from the digital story and notice the falls at the end of them. Then practise saying them in pairs.

I love playing the piano.
I'm from Brazil.
My favourite school club is maths club.

Track 1.2
Page 31
Time to Say
Activity 2
b. Listen and draw an arrow for the utterances with a falling intonation.

I'm Jack. I'm from Canada. I'm a student at a lower secondary school.
I like playing the guitar. My favourite school club is music club. What about you? What is your favourite school club?

Track 1.3
Page 32
Time to Learn New Words
Activity 3
b. Listen to the school clubs in 3a to check your answers. Then repeat them as a whole class.

1: d Drama club
2: f Folk dance club
3: b Technology club
4: g Environment club
5: j Chess club
6: c Maths club
7: a Music club
8: h Science club
9: e Art club

THEME 2
CLASSROOM LIFE

Track 2.1
Page 45
Time to Say
Activity 2
a. Listen to the utterances from the digital story. Notice the rises and falls. Then practise saying them in pairs.

No, there isn't a Science lesson today.
We don't have a Maths lesson on that day.

Track 2.2
Page 45
Time to Say
Activity 2
b. Listen and draw a rising or falling arrow for each sentence. Then read the text aloud.

We have seven lessons a day. We don't have any Maths lessons on Monday. I'm not good at solving problems. I love English, but we don't have an English lesson every day.

Track 2.3
Page 46
Time to Learn New Words
Activity 3
b. Listen to the school subjects in 3a to check your answers. Then repeat them as a whole class.

1: e Maths
2: h Science
3: j English
4: b Social Studies
5: c Physical Education
6: i Art
7: a Music
8: g Religion and Morals
9: d Information Technology

Track 2.4
Page 46
Time to Learn New Words
Activity 3
f. Listen to Ceren and circle the numbers you hear.

Hi, I'm Ceren. I have got 54 crayons in my bag. There are 63 books in my bookcase. I love reading a lot! I have got 78 blocks in my toy box. There are 82 stickers in my drawer. I have got 97 marbles. I like playing with them. I should tidy up my room today!

THEME 3
PERSONAL LIFE

Track 3.1
Page 59
Time to Say
Activity 2
a. Listen to the utterances from the digital story. Notice the rises and falls. Then practise saying them in pairs.

Do you want to join us?
What kind of activities should we choose for her?
She needs comfortable clothes, doesn't she?

Track 3.2
Page 59
Time to Say
Activity 2
b. Listen draw a rising or falling arrow for each sentence. Then read the text aloud.

Suzan : I love your new jacket. Where did you buy it?
Anna : Thank you. It's a present from my mother. It's nice, isn't it?
Suzan : Sure, it is. By the way, are your shoes new?
Anna : Yes. Do you like them?
Suzan : Yes, they look great.

Track 3.3
Page 60
Time to Learn New Words
Activity 3
b. Listen to the names of the clothes in 3a to check your answers. Then repeat them as a whole class.

1: b, a T-shirt
2: f, a coat
3: e, a jumper
4: d, shorts
5: a, jacket
6: h, a skirt
7: i, gloves
8: j, a raincoat
9: c, jeans
10: l, a shirt
11: m, a dress
12: k, a trousers

THEME 4
FAMILY LIFE

Track 4.1
Page 73
Time to Say
Activity 2
a. Listen to the text from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

I love everything about your parties, especially the food. Your grandmother always makes the best biscuits and sandwiches. Your grandfather also plays great songs with his guitar. They are a nice couple, aren't they?

Track 4.2
Page 73
Time to Say
Activity 2
b. Listen to the words and circle the one with a different sound.

1. cake	garden	party
2. pan	air	fair
3. ten	men	open
4. barbecue	beach	climb
5. cycling	pet care	camping
6. dancing	dog	Wednesday
7. ball	about	hall
8. sheep	tree	resting

Track 4.3
Page 74
Time to Learn New Words
Activity 3
b. Listen to the hobbies and activities in 3a to check your answers. Then repeat them as a whole class.

1: b, resting
2: d, playing a board game
3: i, cycling
4: a, having a picnic
5: f, camping
6: j, dancing
7: g, tidying up the house
8: m, visiting a museum

9: c, playing the guitar
10: h, taking care of a pet
11: e, fishing
12: l, taking photos

THEME 5
LIFE IN THE NEIGHBOURHOOD AND CITY

Track 5.1
Page 87
Time to Say
Activity 2
a. Listen to the text from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

There is not a dining room in the house, but you can use the kitchen or balcony for meals. There is a wide table in the garden, so you can enjoy your meals there. It is better than being indoors, isn't it?

Track 5.2
Page 87
Time to Say
Activity 2
b. Listen to the words and circle the one with a different sound.

1. flat	fridge	of
2. garden	giraffe	garage
3. hour	hall	house
4. kitchen	light	sitting room
5. jump	joke	chair
6. knife	fork	book
7. time	life	insect
8. machine	sing	ski

Track 5.3
Page 88
Time to Learn New Words
Activity 3
b. Listen to the parts of the house in 3a to check your answers. Then repeat them as a whole class.

1: c, a bathroom
2: h, a kitchen
3: a, a sitting room
4: d, a balcony
5: i, a garage
6: b, a dining room
7: g, a bedroom
8: e, a garden

THEME 6
LIFE IN THE WORLD

Track 6.1
Page 101
Time to Say
Activity 2
a. Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Jonathan : Hello, I'm Mr Bell. I'd like to book a table for two, please. Have you got a free table?
Waiter : Of course, we have! When would you like to come, Mr Bell?
Jonathan : Tomorrow evening, around 7 p.m.
Waiter : Let me check. Yes, I'm reserving a table for you at 7 p.m

Track 6.2
Page 101
Time to Say
Activity 2
b. Listen to the words and circle the one with a different sound.

1. lemon	table	well
2. meat	nose	come
3. nut	autumn	bean
4. reservation	evening	tasting
5. port	should	sport
6. photo	potato	pay
7. peace	piece	phone
8. on	count	around

Track 6.3
Page 102
Time to Learn New Words
Activity 3
b. Listen to the food and drinks in 3a to check your answers. Then repeat them as a whole class.

1: j, salad	2: i, beef
3: k, a lemon	4: c, home-made bread
5: l, a dessert	6: m, dairy products
7: g, jam	8: b, nuts
9: d, beans	10: f, a drink
11: h, biscuits	12: a, oil

THEME 7
LIFE IN NATURE

Track 7.1
Page 115
Time to Say
Activity 2
a. Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Elif : Look! There is a snake. It's so quiet and scary. Do you think a gorilla can move faster than it?
Toprak: A gorilla? Of course, not! A snake is much faster. It's a reptile and one of the fastest animals in the field.

Track 7.2
Page 115
Time to Say
Activity 2
b. Listen to the words and circle the one with a different sound.

1. quiet	quick	queue
2. father	river	run
3. strong	music	sky
4. tiger	tie	listen
5. university	true	clue
6. teen	ten	tea
7. use	cup	fun
8. dress	less	dessert

Track 7.3
Page 116
Time to Learn New Words
Activity 3
b. Listen to the animals in 3a to check your answers. Then repeat them as a whole class.

1: d, a wolf
2: m, a whale
3: j, a parrot
4: e, a giraffe
5: h, an elephant
6: i, an eagle
7: l, a crocodile
8: c, a tiger
9: a, a bear
10: f, a monkey
11: b, a lion
12: k, a snake

THEME 8
LIFE IN THE UNIVERSE

Track 8.1
Page 129
Time to Say
Activity 2
a. Listen to the dialogue from the digital story and pay attention to the words with the coloured letters. Then practise saying them in pairs.

Susan : I want to see a desert. We can take photos there, can't we?
Ms Stark : Definitely! We are also going to ride a camel there. After exploring the desert, we are going to go to a nearby valley. We will enjoy the view when the sun rises. The clear blue sky and colourful rocks are going to look amazing in our photos.

Track 8.2

Page 129
Time to Say
Activity 2
b. Listen to the words and circle the one with a different sound.

1. video	visit	vet
2. writer	water	winter
3. extra	relax	box
4. exciting	boxing	example
5. system	symbol	yellow
6. zebra	zoo	zero
7. city	busy	yes

Track 8.3

Page 130
Time to Learn New Words
Activity 3
b. Listen to the words and phrases in 3a to check your answers. Then repeat them as a whole class.

1: b, a museum
2: d, a trip
3: h, a holiday
4: c, an amusement park
5: a, a tower
6: g, a sightseeing tour
7: i, a beach
8: f, a zoo

WARM-UP ACTIVITIES

THEME 1 - SCHOOL LIFE

Miming Animals:
Mime the animal you choose in front of the class. The other students try to guess the animal. You can use sounds, gestures, and mimes. When a student guesses correctly, now it's his/her turn.

THEME 2 - CLASSROOM LIFE

Invisible Ball Game:
You can play this game with an invisible ball. Ask questions about the features of the ball. For example: 'Is it heavy or light? Heavy!' Then, mime holding a heavy ball. 'Is it big or small? Small!' Mime holding a small ball. Keep on playing the game with the other students in your classroom.

THEME 3 - PERSONAL LIFE

Think of Four Words:
Make groups of four with your classmates. Follow your teacher's instructions about the game category. Try to find four words according to the teacher's category. For example: Things you can see in your classroom (pencil, bookcase, board, book). Find your words in 30 seconds.

THEME 4 - FAMILY LIFE

Yes/No Game:
Try to make your classmates say 'Yes' or 'No'. Make groups of 6-8 with your classmates. Choose who is going to answer first. Ask him/her questions. For example: -Are you a student? -I am a student! If he/she says 'yes' or 'no', it is another student's turn to answer the questions.

THEME 5 - LIFE IN THE NEIGHBOURHOOD

Whose Weekend:
Write down three things you did at the weekend on a piece of paper. Fold your paper and mix all the papers. Pick one of them randomly and try to guess whose activities they can be as a whole class.

THEME 6 - LIFE IN THE WORLD

Change Place Game:
Make a big circle and sit down. Choose one student to stand in the middle.
This student will give you an instruction.
For example: Change your place if you are wearing a white T-shirt. All the students wearing white T-shirts must stand up and change their places. The student who does not have a seat will give the next instruction.

THEME 7 - LIFE IN NATURE

Clapping Game:
Make a big circle with all of your classmates. Everyone closes their eyes. You must avoid clapping at the same time with others. If two or more students clap together, they are out of the game.

THEME 8 - LIFE IN THE UNIVERSE AND FUTURE

Find the Lie:
Write down three pieces of information about yourself. Two of them should be true and one is a lie. One volunteer student comes to the board and reads the information about him/her. The class must guess which one is a lie.

GLOSSARY

THEME 1
SCHOOL LIFE

administration department: idari birim
ancient: antik
arrange: düzenlemek
art club: sanat kulübü
art exhibition: sanat sergisi
assistant to the headmaster: müdür yardımcısı
Australia: Avustralya
Azerbaijan: Azerbaycan
ballet club: bale kulübü
Brazil: Brezilya
Canada: Kanada
canteen: kantin
chess club: satranç kulübü
chew gum: sakız çiğnemek
coach: antrenör
conference hall: konferans salonu
country: ülke
drama club: drama kulübü
England: İngiltere
environment club: çevre kulübü
fight: kavga etmek
film club: film kulübü
folk dance club: halk dansları kulübü
fountain: çeşme
France: Fransa
gate: kapı
Germany: Almanya
Greece: Yunanistan
headmaster: müdür
high heels: topuklu ayakkabı
historical: tarihi
Italy: İtalya
Japan: Japonya
Kazakhstan: Kazakistan
Kyrgyzstan: Kırgızistan
law: yasa
library: kütüphane
maths club: matematik kulübü
Mexico: Meksika
music club: müzik kulübü
national day: milli gün
noticeboard: duyuru panosu
obey: uymak
organise: organize etmek
own: sahip olmak
protect: korumak
respect: saygı duymak
rule: kural
Russia: Rusya
safe: güvenli
school club: okul kulübü
science club: bilim kulübü
science lab: fen laboratuvarı
Scotland: İskoçya
secretary: sekreter
shout: bağırmak
solve: çözmek
South Korea: Güney Kore
Spain: İspanya
species: tür
sports club: spor kulübü
sports field: spor sahası
technology club: teknoloji kulübü
Thailand: Tayland
the United Kingdom: Birleşik Krallık
Türkiye: Türkiye
uniform: üniforma
utterance: ifade
Uzbekistan: Özbekistan

THEME 2
CLASSROOM LIFE

Art: sanat, resim dersi
bookcase: kitaplık
bookshelf: raf
board marker: tahta kalemi
borrow: ödünç almak
bring: getirmek
careful: dikkatli
carefully: dikkatlice
crayon: pastel boya
desk: sıra
dictionary: sözlük
Drama: drama
elective Lesson: seçmeli ders
English: İngilizce
finish: bitirmek
follow: takip etmek
forget: unutmak
Foreign Language: Yabancı Dil
Friday: Cuma
glue: yapıştırıcı
horseback javelin: atlı cirit

horseback riding: ata binme
Information Technology: Bilişim Teknolojisi
lend: ödünç vermek
loudly: yüksek sesle
Maths club: matematik kulübü
Monday: Pazartesi
Music: müzik
notebook: defter
pencil case: kalem kutusu
Physical Education: Beden Eğitimi
quietly: sessizce
raise a hand: el kaldırmak
Religion and Morals: Din Kültürü ve Ahlak Bilgisi
rubber: silgi
rubbish bin: çöp kutusu
ruler: cetvel
Saturday: Cumartesi
school bag: okul çantası
Science: fen bilimleri
scissors: makas
seat: oturacak yer, sandalye
sheet: kağıt
shout: bağırmak
slowly: yavaşça
smart board: akıllı tahta
Social Studies: Sosyal bilgiler
Sunday: Pazar
teamwork: takım çalışması
Thursday: Perşembe
tidy: düzenli
timetable: ders programı
Tuesday: Salı
Turkish: Türkçe
Wednesday: Çarşamba
weekday: hafta içi
wrestling: güreş

THEME 3
PERSONAL LIFE

accessories: aksesuarlar
arm: kol
autumn: sonbahar
backpack: sırt çantası
belt: kemer
bow: papyon
bright: parlak
casual clothes: günlük kıyafetler
coat: palto
comfortable: rahat
costume: kostüm
cotton: pamuk
curly: kıvırcık
dark: koyu
dress: elbise
earring: küpe
eye: göz
fabric: kumaş
fairy: peri
fashionable: modaya uygun
foot: ayak
gloves: eldiven
hand: el
handbag: el çantası
hat: şapka
head: baş
height: boy
jacket: ceket
jeans: kot pantolon
jumper: kazak
leg: bacak
light: açık (renk)
loose: bol
medium height: orta boy
neck: boyun
nose: burun
outfit: kıyafet
raincoat: yağmurluk
rainy: yağmurlu
recycled: geri dönüştürülmüş
ring: yüzük
scarf: atkı
shirt: gömlek
shoes: ayakkabı
shorts: şort
silk: ipek
silver: gümüş
skirt: etek
socks: çorap
spring: ilkbahar
straight: düz (saç)
stylish: şık
summer: yaz
sunglasses: güneş gözlüğü
tall: uzun
thick: kalın
thin: ince, zayıf
trendy: modaya uygun
trousers: pantolon
try on: denemek
T-shirt: tişört
umbrella: şemsiye
watch: kol saati

wavy: dalgalı
winter: kış
wool: yün

THEME 4
FAMILY LIFE

art museum: sanat müzesi
barbecue: mangal
beach: plaj
board game: kutu oyunu
breakfast: kahvaltı
camping: kamp yapma
climb: tırmanmak
computer: bilgisayar
cycling: bisiklet sürme
diary: günlük
fishing: balık tutma
flower: çiçek
forest: orman
garden: bahçe
get on well: iyi geçinmek
brush: fırçalamak
have a picnic: piknik yapmak
hobby: hobi
job: iş
newspaper: gazete
pet care: evcil hayvan bakımı
resting: dinlenme
swimming: yüzme
taking photos: fotoğraf çekmek
tent: çadır
tidy up: toparlamak
unusual: alışılmadık
visit: ziyaret etmek
weekend: hafta sonu

THEME 5
LIFE IN THE NEIGHBOURHOOD AND CITY

ancient: antik
armchair: koltuk
art gallery: sanat galerisi
balcony: balkon
bathroom: banyo
bedroom: yatak odası
bottom: alt, zemin
caravan: karavan
castle: kale
chair: sandalye
cinema: sinema
coast: kıyı, sahil
corner: köşe
crowded: kalabalık
cupboard: dolap
dining room: yemek odası
dishwasher: bulaşık makinesi
double-decker bus: çift katlı otobüs
expensive: pahalı
experience: deneyimlemek
flat: apartman dairesi
fork: çatal
fridge: buzdolabı
furniture: mobilya
garage: garaj
garden: bahçe
gym: spor salonu
hire: kiralamak
information: bilgi
inside: içeride
kitchen: mutfak
knife: bıçak
lamp: lamba
lift: asansör
location: konum
neighbourhood: mahalle
outside: dışarıda
peaceful: huzurlu
pillow: yastık
plate: tabak
playground: oyun alanı
roof: çatı
shop: dükkan
sitting room: oturma odası
skyscraper: gökdelen
sofa: kanepe
spoon: kaşık
sports centre: spor merkezi
square: meydan
steel: çelik
street fair: sokak panayırı
table: masa
terrace: teras
toilet: tuvalet
tower: kule
wide: geniş
wooden: ahşap
wardrobe: gardırop

THEME 6
LIFE IN THE WORLD

amount: miktar
baking powder: kabartma tozu
bean: fasulye
beef: sığır eti
biscuit: kurabiye
boil: kaynatmak
book a table: masa ayırtmak
bowl: kase
butter: tereyağı
chef: şef
cinnamon: tarçın
cook: yemek pişirmek
corn: mısır
croissant: kruvasan
cuisine: mutfak (yemek türü)
customer: müşteri
dairy: süt ürünleri
delicious: lezzetli
dessert: tatlı
drink: içecek
dish: yemek
dough: hamur
dry: kuru, kurutmak
empty: boş
flour: un
fruit juice: meyve suyu
grilled: ızgara
healthy: sağlıklı
heat: ısıtmak
home-made: ev yapımı
ingredient: malzeme
jam: reçel
lettuce: marul
light: hafif
lose weight: kilo vermek
main dish: ana yemek
mashed potato: patates püresi
meat: et
mushroom: mantar
nut: fındık
oil: yağ
order: sipariş vermek
pancake: krep
pasta: makarna
pay in cash: nakit ödemek
pepper: biber
pie: turta
put on weight: kilo almak
recipe: tarif
recommend: tavsiye etmek
reservation: rezervasyon
salad: salata
sauce: sos
slowly: yavaşça
smell: koklamak
soda water: maden suyu
spice: baharat
starter: başlangıç
stir: karıştırmak
sweet: tatlı
tablespoon: yemek kaşığı
taste: tatmak
tasty: lezzetli
teaspoon: çay kaşığı
tuna: ton balığı
waiter: garson

THEME 7
LIFE IN NATURE

attack: saldırmak
bear: ayı
bee: arı
bird: kuş
cheetah: çita
communicate: iletişim kurmak
crocodile: timsah
curiosity: merak
dangerous: tehlikeli
eagle: kartal
elephant: fil
enormous: iri, çok büyük
farm: çiftlik
feather: tüy
field: tarla
flipper: yüzgeç
furry: tüylü
giraffe: zürafa
gorilla: goril
grass: çim, çimen
habitat: yaşam alanı
huge: kocaman
insect: böcek
interact: etkileşim kurmak
jungle: vahşi orman
leopard: leopar
lion: aslan
mammal: memeli
monkey: maymun
mountain: dağ
parrot: papağan

paw: pati
penguin: penguen
reptile: sürüngen
river: nehir
seagull: martı
savanna: savan
scary: korkutucu
seal: fok
sky: gökyüzü
snake: yılan
strong: güçlü
tail: kuyruk
tiger: kaplan
tusk: diş (fil)
weak: güçsüz
whale: balina
wild: vahşi
wing: kanat
wolf: kurt

THEME 8
LIFE IN THE UNIVERSE AND FUTURE

amusement park: lunapark
beach: plaj
canyon: kanyon
climate: iklim
continent: kıta
coral reef: mercan resifi
deer: geyik
desert: çöl
destination: varış yeri
explore: keşfetmek
famous: ünlü
giant: devasa, kocaman
half-term: yarıyıl
hill: tepe
historical: tarihi
holiday: tatil
invite: davet etmek
involve: dahil etmek
island: ada
jolly: eğlence
lake: göl
magical: büyüleyici
make a wish: dilek tutmak
national park: milli park
need: ihtiyaç duymak
ocean: okyanus
opportunity: fırsat
peaceful: huzurlu
relax: dinlenmek
riding a camel: deveye binmek
river: nehir
rock: kaya
sandcastle: kumdan kale
sand dune: kum tepesi
scuba diving: tüplü dalış
seashell: deniz kabuğu
season: mevsim
seaside: deniz kenarı
sightseeing tour: gezi turu
snorkelling: şnorkelle dalış
temperature: sıcaklık
tourism: turizm
tower: kule
trip: gezi
valley: vadi
view: manzara
zoo: hayvanat bahçesi

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ANSWER KEY

Answer Key

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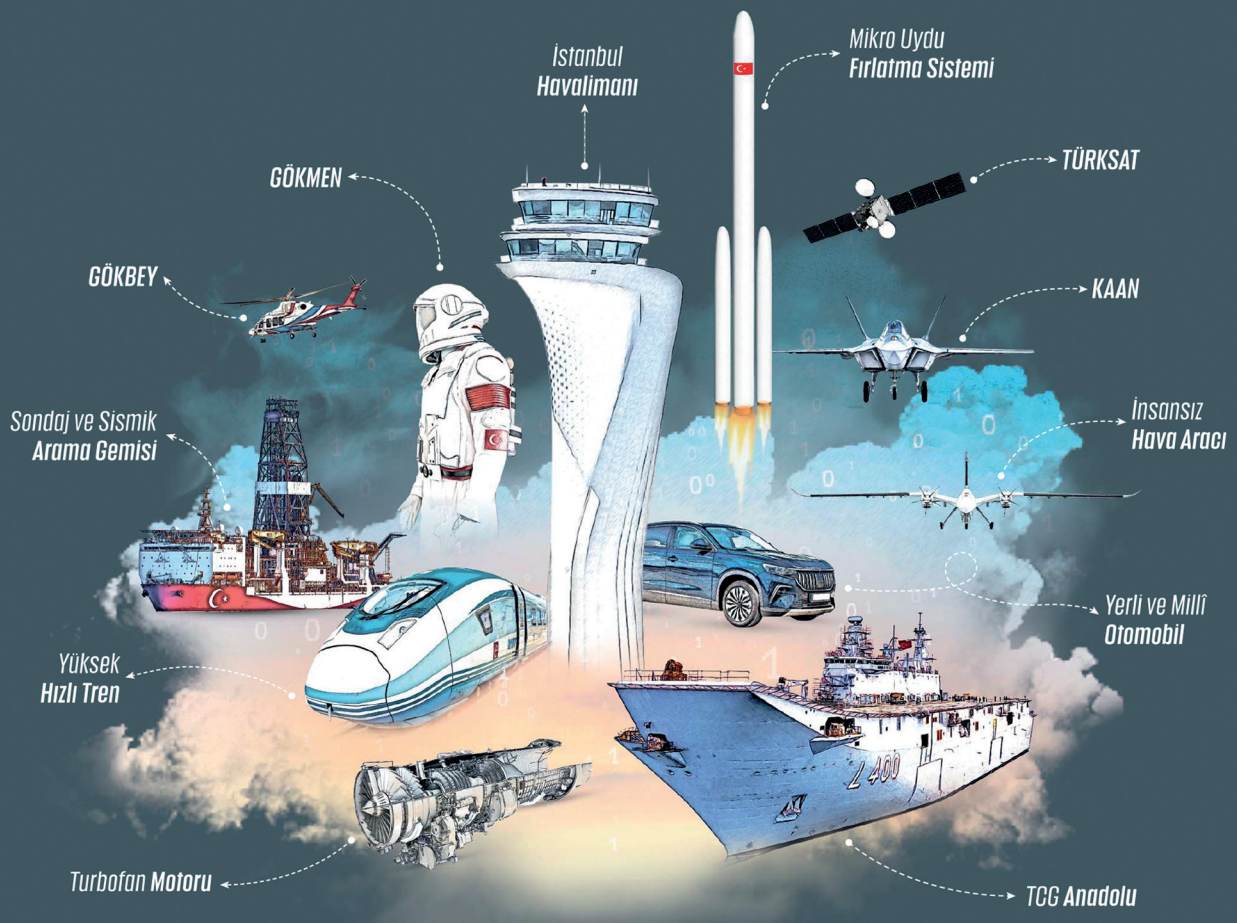

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Bandrol Uygulamasına İlişkin Usul ve Esaslar Hakkında Yönetmeliğin Beşinci Maddesinin İkinci Fıkrası Çerçevesinde Bandrol Taşıması Zorunlu Değildir.

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Workbook

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

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

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

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

Mehmet Âkif Ersoy

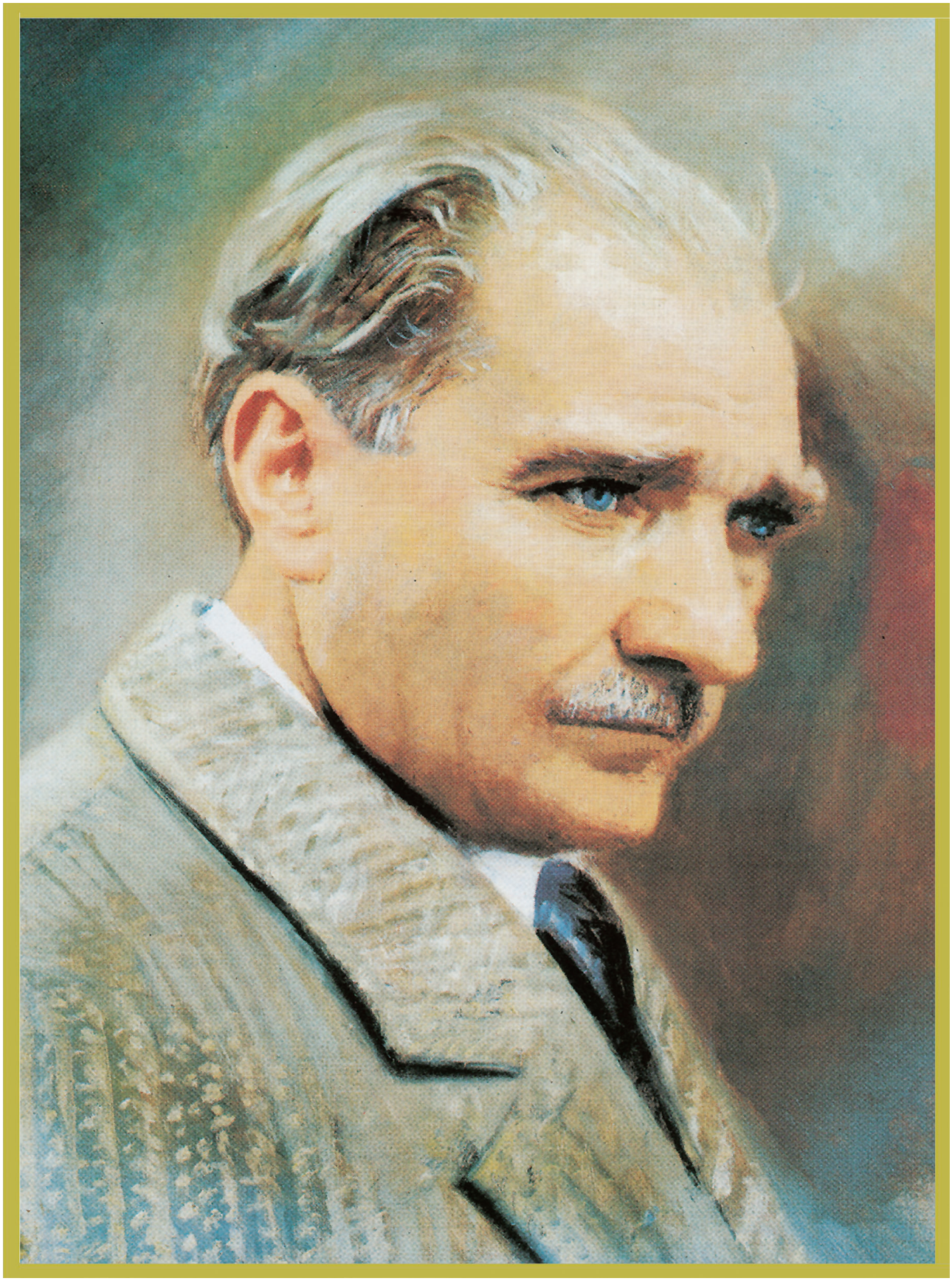
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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THEME 1

SCHOOL LIFE

Sub-themes

People, places, and rules at school
School clubs
Countries
National and religious days, festivals, and celebrations

Functional Language

Referring to specific or non-specific people, things, or animals
Expressing a state, a condition, an identity, or a location.
Asking preferences about activities
Giving commands, directions, and instructions
Expressing obligations or rules
Asking about things, actions, times, and people involved in actions



GO TO THE THEME

1 **Look at the flags and write the countries in the puzzle.**

DOWN


1

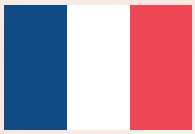

2


3


6


9

ACROSS

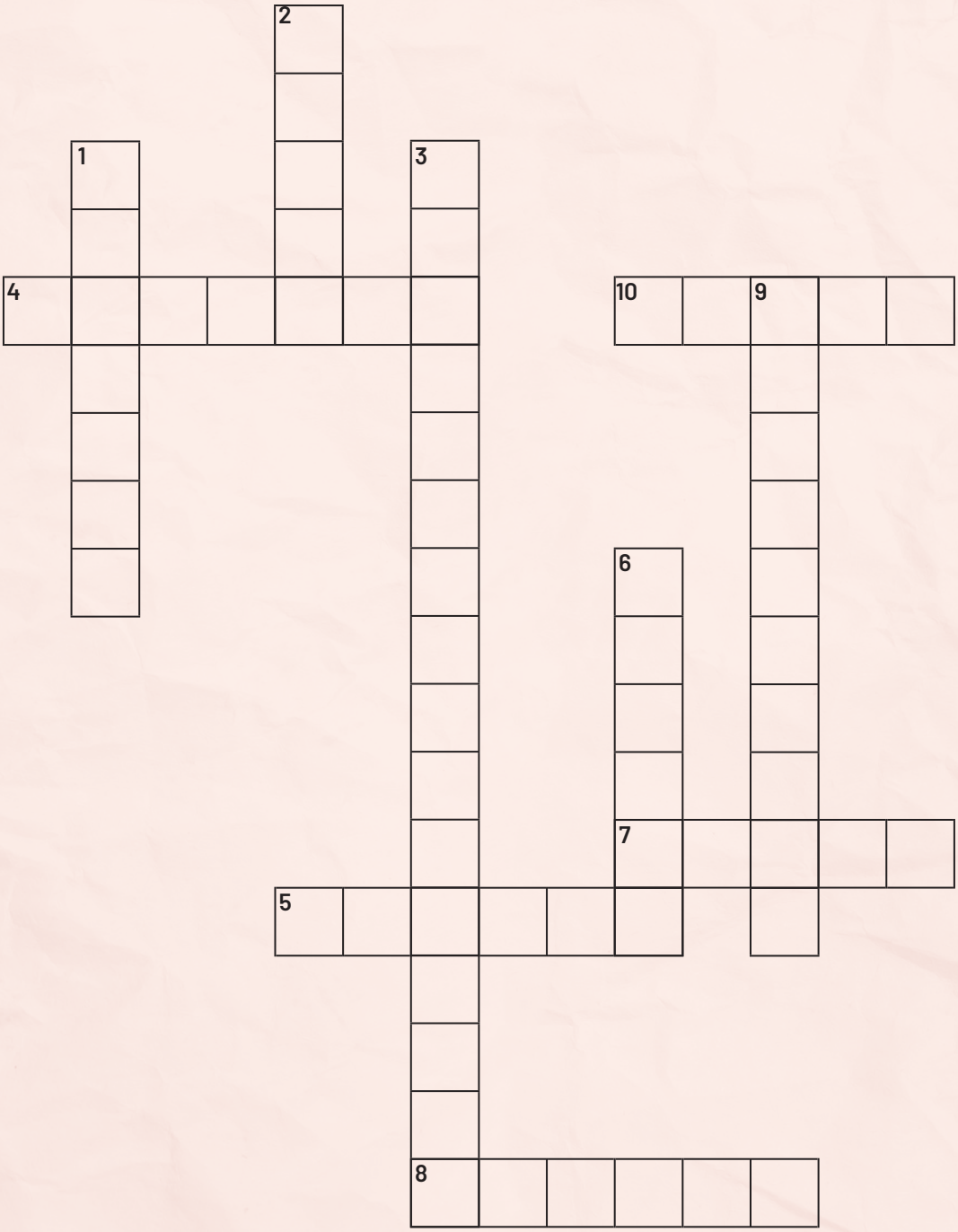

4


5


7


8


10



2 **Fill in the blanks with the correct form the of verb "to be" (am/is/are).**

a. I _____ a student.
b. She _____ at the school.
c. They _____ from Italy.
d. He _____ a doctor.
e. I _____ Turkish.

3 **Ask and answer questions according to the table.**



1. Do you like reading a book?
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

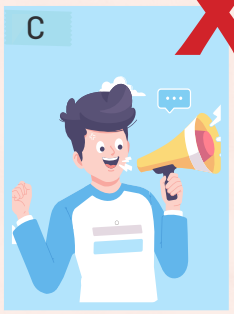
4 Put the words in the correct order and make sentences.

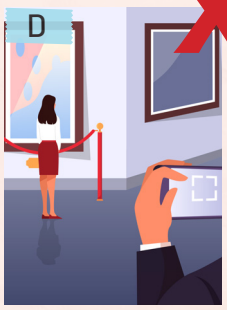
1. make/You/noise/mustn't
   .
2. in the lake/can't/You/fish
   .
3. cut/You/mustn't/the trees
   .
4. in the museum/You /take photographs/can't
   .
5. fight/at school/mustn't/You
   .

5 Match the the sentences in Activity 4 with the pictures below.

A 

B 

C 

D 

E 

....

6 Match the school rules with the pictures.

1. Be quiet, please!
2. Raise your hand to speak.
3. Open your book.
4. Don't eat in the classroom.
5. Close the door.
6. Sit down, please!

A 

B 

C 

D 

E 

F 

7 **Read the text quickly and write the names of the children under each picture.**





....

My name is Jennifer. I am 10 years old. I am in year 5. I live in the United Kingdom. I go to a lower secondary school in my town. My school is big and nice. There are many classrooms, a library, a computer room, and a garden. My favourite school subject is Maths. I also like Science and Art. I have many friends at school. We play volleyball at break time. My best friend is John. He is kind and funny. We usually play games in the playground together.

I am in the Music club at school. I like music very much. I play the guitar. We have Music club every Thursday. We sing songs and play instruments on national days. It is fun and exciting.

I also like reading books and drawing pictures at home. My favourite food is fish and chips. I like ice cream, too!

At weekends, I ride my bike in the park with my brother. We sometimes go to the zoo. I want to be a teacher when I grow up. I like learning and helping others. I am happy at school and in my country.

8 **Read the text about Jennifer and answer the questions.**

1. How old is Jennifer?
2. Where does Jennifer live?
3. What is Jennifer's favorite subject?
4. What do they do at the break?
5. Who is Jennifer's best friend?
6. Which school club is Jennifer in?

9 **Read the text again and tick (✓) True or False. Correct the false sentences.**

	T	F
1. Jennifer is in year 5.	☐	☐
2. Jennifer also likes English.	☐	☐
3. John isn't a kind friend.	☐	☐
4. Jennifer and John play games together.	☐	☐
5. Jennifer rides a bike with John at weekends.	☐	☐

10 **Suppose that you have a new e-friend. Write an e-mail to her/him about yourself.**

You can answer these questions in your e-mail.

- What is your favourite school subject?
- Which school club are you in?
- Who is your best friend?
- What do you like doing in your free time?

New e-mail

From :..... To :.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Send

REFLECTION

Circle the correct answer and tick the correct box.

My name is Efe. I live in Türkiye. I am (1) **a/an** student at Atatürk Lower Secondary School. My favourite school subject is (2) **English/Science** because I like doing experiments. I am in the (3) **science/music** club at the school. We play the piano in this club. We play games in the (4) **garden/playground** at the lunch break. I love my (5) **city/school** and friends.

I can talk and write about people, places, and rules at school, school clubs, countries, national and religious days, festivals, and celebrations.

Yes ☐ Need Extra Practice ☐

THEME 2

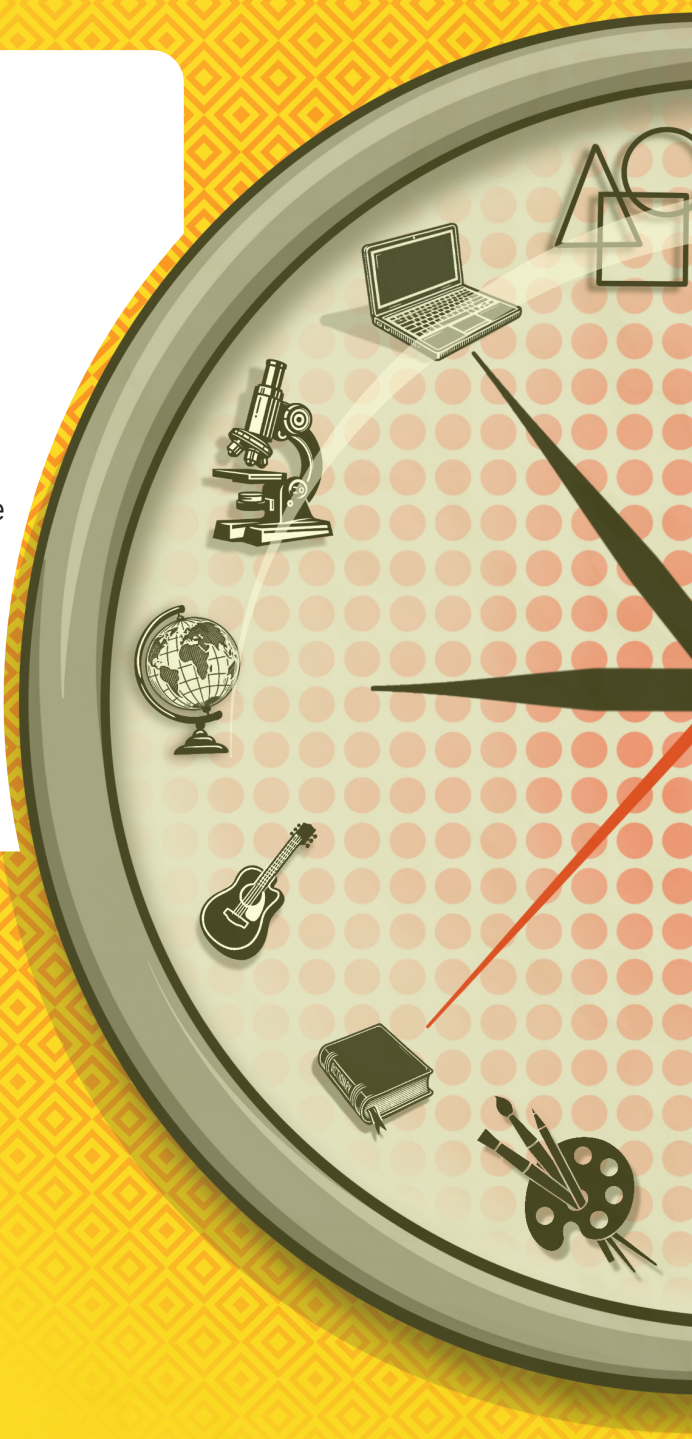
CLASSROOM LIFE

Sub-themes

Classroom rules and language
School subjects
Timetables
Classroom objects
Days of the week
Time

Functional Language

Describing different roles in the classroom
Describing routines in the classroom
Expressing the presence of something or somebody
Telling the time
Asking about the time of actions



GO TO THE THEME

1 Read the clues and find the words in the puzzle.

1. You can throw your rubbish in it. — rubbish bin
2. You can sit on it in the classroom. —
3. You can use it to write on the board. —
4. You can find new words and their meanings in it. —
5. You can put your books on it. —
6. You can write notes in it. —
7. You can use it to erase your mistakes. —

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

2 Circle the odd one out.

1.	seat	rubber	Art	pencil
2.	Science	P.E.	Social Studies	lunch
3.	minute	morning	afternoon	evening
4.	shout	poster	raise	lend
5.	Saturday	past	Tuesday	Friday
6.	rubbish bin	board	fifty	poster
7.	Art	Music	IT	Tuesday
8.	timetable	start	finish	leave
9.	bookshelf	dictionary	board marker	past
10.	sheet	week	notebook	desk

3 **Look at the pictures and write "There is" or "There are".**



1. _____ crayons in the pink bag.
2. _____ a ruler in the pink bag.
3. _____ a rubber in the pink bag.
4. _____ a notebook in the pink bag.



1. _____ scissors in the green bag.
2. _____ a bottle in the green bag.
3. _____ crayons in the green bag.
4. _____ notebooks in the green bag.

4 **Fill in the blanks with "me, you, her, him, them, us".**

1. I can't solve the problem. Can you help _____ ?
2. She is my aunt and I like _____ very much.
3. This is George. Do you know _____ ?
4. My cousins come in the afternoon. I meet _____ at the park.
5. You are my best friend. I trust _____ .
6. The students are very hungry. These sandwiches are for _____ .

5 **Circle the correct word in bold.**

1. I meet **them/they** at the park.
2. She has a lot of dolls and she loves **they/them**.
3. Terry is very funny and everybody likes **him/he**.
4. **I/me** attend folk dance courses on Tuesdays.
5. Ann studies hard. **Her/She** is very hardworking.

6 **Complete the sentences with the correct form of the verbs in brackets.**

1. She _____ (eat) an egg every morning.
2. They _____ (go) to school by bus.
3. My brother _____ (play) football every day.
4. We _____ (live) in a small house.
5. I _____ (read) books in the evenings.

7 **Make the sentences negative using "don't" or "doesn't".**

1. He plays the piano at the music club. _____
2. I watch TV at the weekends. _____
3. They attend guitar courses every Friday. _____
4. She loves pizza. _____
5. We go to the park after school. _____

8 **Reorder the words to make questions.**

1. like/you/apples/Do _____ ?
2. the piano/she/play/How often/does _____ ?
3. to school/they/go/Do/on Fridays _____ ?
4. Does/English/he/speak _____ ?
5. have/Cate/does/folk dance course/When _____ ?
6. football/your friends/play/Do _____ ?
7. to the club/every week/she/Does /go _____ ?

9 **Write short answers to the questions.**

1. Do you play video games? _____
2. Does your father drive a car? _____
3. Do your friends like English? _____
4. Does your friend have a pet? _____
5. Do you have breakfast every day? _____

10 **Look at the times and answer the questions.**

08:30 18:30 21:30 17:30 12:00

1. What time do you go to bed? 1. .....
2. What time does your school start? 2. .....
3. What time do you have lunch? 3. .....
4. What time does your father come home? 4. .....
5. What time do you do your homework? 5. .....

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

.....

Hello! My name is Elif. I am 10 years old. I am in year 5. I go to Aydın Lower Secondary School. My school starts at 8:30 in the morning and finishes at 3 o'clock in the afternoon.

We have many school subjects at school. I study English, Maths, Science, Social Studies, Art, and Music. My favourite subject is Maths because I like solving problems. We also have Physical Education. I love doing sports! I don't like Science because I'm not good at doing experiments.

We have a the timetable. On Monday, we have double Maths and double English, double Science, Art. On Wednesday, we have double Turkish, double Religion and Morals, Art, and double Music. On Friday, we have double P.E., double Social Studies, Drama and double IT. Helps me remember my lessons.

There are some classroom rules. We must listen to the teacher, raise our hands to speak, and be kind to our classmates. We say, "Can I go to the toilet?", "May I open the window?", or "I don't understand."

I like my school and my classroom. I learn new things and have fun with my friends every day. School is a good place to grow and learn.

After school, I meet my friends at the park. We ride our bikes, play ball games, and skip rope. I come home at 5 o'clock in the afternoon and do my homework. I have dinner with my family. I read a book and go to bed at 9:30 in the evening.

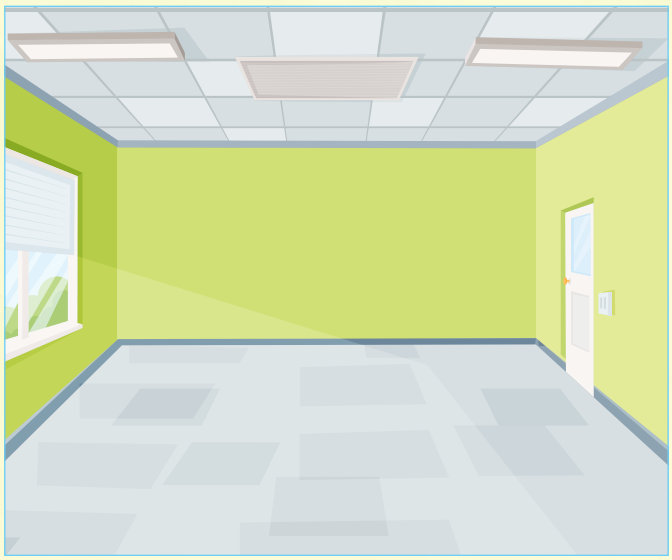
12 **Read the text again and complete Elif's timetable.**

Monday	Maths	Maths					
Wednesday							
Friday							

13 **Read the text and answer the questions.**

1. What time does Elif's school start?
2. What is Elif's favourite school subject?
3. Why doesn't Elif like Science lessons?
4. What does Elif do after school?
5. What does she do before going to bed?
6. What time does she go to bed?

14 **Draw your dream classroom below and describe it.**



There is a/an .....
.....
.....
.....
.....
.....

There are .....
.....
.....
.....
.....
.....

REFLECTION

Put the words in the correct places and tick the correct box.

a. are b. Tuesdays c. me d. favourite e. school subjects

My name is Zeynep. I am a hardworking and outgoing student. I like my friends and they like (1) ..... . There (2) ..... seven (3) ..... at school. My (4) ..... school subject is Turkish. We have Turkish on (5) ..... .

I can talk and write about school subjects and days of the week.

Yes ☐ Need Extra Practice ☐

f. kind g. must h. desks i. mustn't j. o'clock

We have some classroom rules and we obey them. Our first lesson starts at eight (6) ..... . We (7) ..... arrive school on time. In the classroom, we have (8) ....., chairs, a smart board, books, and a clock. We use pencils, rulers, and notebooks in our lesson. We must raise our hands to speak and be (9) ..... to our friends. We (10) ..... fight.

I can talk and write about classroom rules and language, timetables, classroom objects, and time.

Yes ☐ Need Extra Practice ☐

PERSONAL LIFE

THEME 3

Sub-themes

Basic body parts and physical features
Clothes
Daily routines and activities

Functional Language

Expressing daily routines
Confirming general truths
Expressing the frequency of actions



GO TO THE THEME

1 Find the clothing items in the puzzle and write them under the correct picture.

1 

2 

3 

4 

5 

6 

7 

8 

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

9 

10 

2 Look at the sets of words and circle the odd one out.

1.	arm	leg	boy
2.	tall	short	hand
3.	curly	average	wavy
4.	nose	mouth	round
5.	thin	thick	foot
6.	eyes	ears	oval
7.	neck	head	tall
8.	fingers	toes	square

3 **Write the adverbs of frequency from the box under the correct picture.**

rarely sometimes always never



....

4 **Look at the notes below. Make sentences using adverbs of frequency.**

Watch television %75

Draw pictures %0

Read adventure books %75

Go shopping %25

Travel by bus %100

Try on fancy glasses %15

1		Elliot ..... .
2		I ..... .
3		Cesur ..... .
4		We ..... .
5		They ..... .
6		Eda ..... .

5 **Draw lines and match the people with their clothes.**

a. Burak	1. their jackets
b. Emma	2. his pants
c. The children	3. my scarf
d. Me	4. her skirt

6 **Use the verbs in the box to complete Mike's daily schedule correctly.**

talk get up wash listen brush get on
have breakfast arrive x2 take do have
leave watch read



Hello, I am Mike! On weekdays, I (1) _____ at 7 o'clock. I (2) _____ my face and (3) _____ my teeth at 7:15. I usually (4) _____ at 7:30 and I (5) _____ home for school and (6) _____ school bus at 8 o'clock. I (7) _____ at school at 8:30. I always (8) _____ notes and (9) _____ to my teachers. School time finishes at 4 o'clock. I (10) _____ at home and (11) _____ my homework. After I complete my homework, we (12) _____ dinner and (13) _____ about our day at dinner table as a family. I sometimes (14) _____ television and I always (15) _____ books before I sleep. Finally, I sleep at 9:30.

7 **Write sentences using the correct forms of the words below.**

1. My sister/watch TV/in her free time/often.
2. I/wear/dresses/fancy/rarely.
3. He/school/arrive/at 7:15/generally/at.
4. Sue/coat/wear/a/winter/every.
5. David/go shopping/I/and/sometimes.

8 **Read the text quickly and write the names of the children under each picture.**





....

Eda and Burcu are sisters but they are very different. Eda usually wears black clothes and brown boots. She never smiles. She thinks it does not look cool. Her room is dark, quiet, and clean. She reads books about history and she likes coffee. She spends most of her time in her room.

Burcu is very different. She wears bright clothes and shiny shoes. She always laughs and smiles. Her room is messy and full of colours. She likes singing and dancing. Also, she loves spending time with her friends and family. She does not like being alone.

One day, the sisters change clothes. Eda wears a pink skirt and fancy glasses. Burcu wears a black jumper and she does not smile. Their mother sees and screams because she thinks she is in the wrong house!

Now, Eda and Burcu try on one piece of clothing from their wardrobe every Saturday.They try to laugh, have fun, and be cool at the same time. That's life!

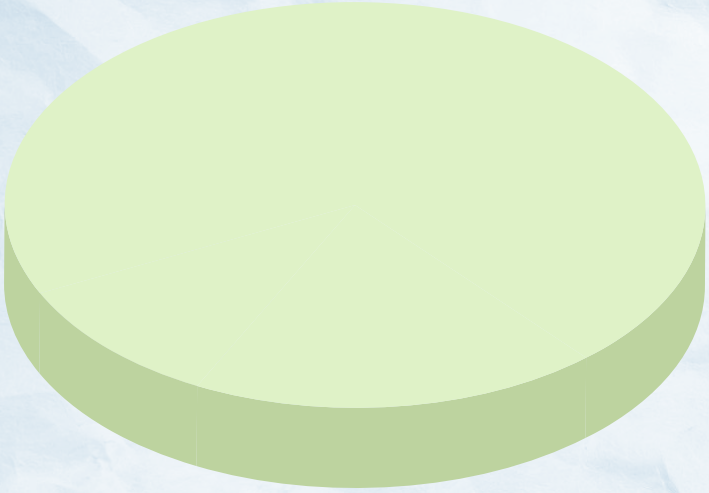
9 **Read the sentences and tick (√) True or False. Correct the false sentences.**

	T	F
1. Eda always smiles and laughs.	☐	☐
2. Eda likes reading history books.	☐	☐
3. Burcu wears dark clothes and brown boots.	☐	☐
4. Burcu enjoys spending time with friends.	☐	☐
5. The sisters are different but they have fun together.	☐	☐

10 **Read the text again and answer the questions.**

1. Where does Eda spend most of her time?
2. How do Eda's and Burcu's rooms look like?
3. What kind of clothes does Eda usually wear?
4. Why does their mother scream?
5. What is the main idea of the story?

11 **Complete the pie chart according to your routines and write a paragraph about it.**



- Divide the pie chart into 4 or 5 parts.
- Label each part with one of your daily routines.
- Make sure each part shows how much time you spend on each activity.
- Finally, write a paragraph describing your daily routine using the pie chart.

SHARING MY ROUTINES WITH MY FRIENDS

REFLECTION

Circle the correct answer and tick the correct box.

My name is Can. I am tall and (1) **slim/wavy**. I usually (2) **brush/eat** my (3) **teeth/face** twice a day and I (4) **never/always** wash my face in the morning because I care about skincare. I wear comfortable (5) **outfits/eyes** when I go outside.

I can talk and write about basic body parts, physical features, clothes, daily routines and activities.

Yes ☐ Need Extra Practice ☐

FAMILY LIFE

THEME 4

Sub-themes

Family members' routines
Family members' hobbies and activities

Functional Language

Expressing actions happening at the moment of speaking
Contrasting ongoing or temporary actions
Confirming ongoing actions



GO TO THE THEME

1 Unscramble the letters and find the words about family members' hobbies and activities. Then find the hidden words below.

ODABRGEAM

10

OGINOCK

CBUAREBE

SNIGHFI

1

BAHCE

AHOPTRYGHPO

6

UMMSUE

3

ODAILHY

RSFEOT

9

IFNLAPLYGOG

5

PNIMGCA

8

NMSMIIGW

4

CLYNICG

7

DICNNAG

2

1 2 3 4 5 6 7 8 9 10

2 Fill in the blanks with the correct words from the box.

camera	beach	relax	photographs	board game
tent	barbecue	guitar	holiday	couple
	join	music	bicycle	



This Sunday, we are going to the (1) _____ to swim and have fun. My brother is taking his (2) _____ but I am not taking mine. My dad isn't bringing our (3) _____ because it is heavy. My cousin loves (4) _____, so she's bringing her (5) _____ and she can sing a little! My uncle and his wife are coming with us, too. They are a nice (6) _____, aren't they? We can have fun and (7) _____! After swimming, we can play a (8) _____ under the trees or take some (9) _____ with my dad's old (10) _____. We are having a (11) _____ now. It smells delicious! It is a busy day but that is what makes a family (12) _____ so special. I hope, you can (13) _____ us next time !

3 Fill in the blanks with the correct possessive pronoun.

mine | theirs | its | yours | ours | his | hers

1. This is my scooter. This is _____
2. This is their tent. This is _____
3. This toy belongs to my dog. This is _____
4. This guitar belongs to Ece. This is _____
5. This piano belongs to Ali. This is _____
6. This is your bicycle. This is _____
7. This is our house. This is _____
8. This computer belongs to you and Ada. This is _____
9. This is his camera. This is _____
10. This board game belongs to Kate and Emma. This is _____

4 Circle the correct option in bold.

1. Margaret **is having/has** dinner with her grandparents every Saturday.
2. Arda and Aslı **are camping/camp** in the forest today.
3. She **is walking/walks** to school every day but today she **is going/goes** to school by bus.
4. My grandfather **is visiting/visits** his doctor once a month.
5. Laura **is staying/stays** at home at the moment.
6. My uncle **is taking care/takes care** of our pet when we are on holiday.
7. We normally **are staying/stay** at home during holidays.
8. I **am organising/organise** a birthday party for my grandmother this weekend.

5 Make questions using the correct form of the verbs.

1. what/your brother/do/now/?
_____
2. your cousins/play/football/at weekends/?
_____
3. your aunt/cook/something/at the moment/?
_____
4. what/your mother/do/in her free time/?
_____
5. you/read/adventure books/always/?
_____

6 Complete the sentences using the correct forms of the verbs in the brackets.

1. I usually _____ (watch) TV in the evenings but now I _____ (read) a magazine.
2. We _____ (go out) for dinner today but we generally _____ (prepare) dinner at home.
3. My grandparents usually _____ (play) board games but today they _____ (visit) a museum.
4. I generally _____ (ride) my bicycle to school but today I _____ (use) my scooter.
5. My cousin _____ (take) photographs as a hobby but today she _____ (draw) sketches.

7 Look at the pictures and time expressions below. Then write sentences with the verbs in the box.

have | take care of | cook | brush | play | take



1 .....
.....
.....
at the moment



2 .....
.....
.....
now



3 .....
.....
.....
always



4 .....
.....
.....
every Saturday



5 .....
.....
.....
once a month



6 .....
.....
.....
at the moment

8 **Read the text quickly and tick the suitable title for it the text.**

☐ All about me and my family ☐ A trip to the mountains

Dear Pen Pal Emma,
Hello! My name is Leyla, and I am so happy to write to you. I am 12 years old and I live in Ordu, a beautiful seaside town in Türkiye. It is a lovely place with fresh air and big blue sea.
There are four people in my family: my mother, my father, my younger brother and me. I usually spend a lot of time with my family. I love animals and I have a cat named Luna. She is very curious and playful. My father works as a teacher and my mother is a nurse. My brother, Efe, is 7 years old and he is full of energy!
A little more about me? Well, I enjoy reading exciting books, swimming in the sea and riding my bike. I enjoy learning new things and meeting new people, like you! I usually read a book in the evenings but today I am writing to you. My mother usually cooks dinner at this time but at the moment she is playing with Luna. My father often watches TV after work but right now he is reading a book about golf. My brother usually runs around the house but today he is playing with his toys quietly. It is a peaceful moment and we are relaxing after a busy day.
What about you? How old are you? Who do you live with? What do you and your family like doing together?
Hope to hear from you soon!
Best wishes,
Leyla

9 **Read the sentences and tick (✓) True or False. Correct the false sentences.**

	T	F
1. Leyla lives in a city far from the sea.	☐	☐
2. Luna is Leyla's cat and she is very curious.	☐	☐
3. Leyla's mother works as a teacher.	☐	☐
4. Leyla usually rides her bike in the evenings.	☐	☐
5. Leyla's mother is cooking dinner right now.	☐	☐
6. Leyla asks her pen friend about her family and hobbies.	☐	☐

10 **Read the text again and answer the questions.**

1. Where does Leyla live?
2. What is Leyla doing right now?
3. Which activities does Leyla usually enjoy doing?
4. What does Leyla's mother usually do at dinner time?
5. What does Leyla's father often do after work?

11 **Imagine you are a cartoon character. Write a short paragraph to your fans about your daily life.**

- Write a short paragraph (5 or 6 sentences)
- What you usually do everyday?
- What you are doing right now?

MY LIFE AS A CARTOON CHARACTER & WHO AM I ?

REFLECTION

Circle the correct answer and tick the correct box.

In our family, everyone has a special role. My father usually plays football with my brother in the (1) **garden/museum** but today he is playing the (2) **guitar/scooter** at a party. My mother loves cooking and right now she is preparing food for a (3) **barbecue/computer game**. Me and my sister often ride (4) **bicycle/board game**. On Sundays, we usually have a picnic and (5) **relax/brush**. It is a busy but happy routine.

I can talk and write about family members' hobbies, activities and their routines.

Yes ☐ Need Extra Practice ☐

THEME 5

LIFE IN THE NEIGHBOURHOOD & CITY

Sub-themes

Places for recreation and attractions in the neighbourhood and city
Different types of houses

Functional Language

Making comparisons between two things or people
Expressing habitual actions
Indicating existence or location



GO TO THE THEME

1 Read the clues and find the words in the puzzle.

1. You can do different sports in this building.
2. You can see artworks in this building.
3. You can prepare food in this room.
4. A tall narrow structure (often historical)
5. A place to lift weights and keep fit
6. Not noisy, very calm
7. A piece of furniture to sit and relax
8. You use this to cut food.
9. A house with multiple floors and shared by others
10. To fix something broken
11. The land next to or close to the sea
12. Quiet and calm
13. Made of wood
14. Full of light, shining

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

2 Circle the odd one out.

1.	a bedroom	a corridor	a hall	a dining room
2.	a tower	a terrace	a museum	a castle
3.	famous	traditional	peaceful	easily
4.	a flat	a garden	a garage	a balcony
5.	a gym	a lift	a shop	a site

3 **Complete the sentences with the correct form of the adjectives.**

1. A castle is _____ (large) than a mosque.
2. A village is _____ (peaceful) than a city.
3. A city is _____ (crowded) than a town.
4. A shopping mall is _____ (big) than a sports centre.
5. An armchair is _____ (comfortable) than a chair.

4 **Look at the chart and make sentences about Ceren.**

CEREN	Always	Sometimes	Never	Every Sunday	On Weekdays
go to gym			✓		
cycle around the neighbourhood	✓				
fish by the lake				✓	
attend the guitar course					✓
take photographs		✓			

Example: 1. Ceren never goes to gym.

2. _____
3. _____
4. _____
5. _____

5 **Match the furniture with the rooms and make sentences about them. There is an extra one.**

1 A sofa
2 A fridge
3 A car
4 A wardrobe
5 A table

a the kitchen
b the bathroom
c the dining room
d the garage
e the bedroom
f the sitting room

Example: There is a sofa in the sitting room.

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

6 **Look at the pictures and complete the sentences.**



KERİM'S HOUSE



SEZEN'S HOUSE

1. - Is Kerim's house ..... than Sezen's house?
   - Yes, it is.
2. - ..... a dishwasher in Sezen's house?
   - No, there isn't.
3. - How many armchairs are there in ..... house?
   - ..... .
4. - Whose house has got a garage?
   - ..... .
5. - Whose kitchen is .....?
   - Sezen's kitchen is bigger.
6. - ..... any bookcases in Kerim's and Sezen's houses?
   - Yes, there are.
7. - Is there a balcony in Kerim's house?
   - ..... .
8. - Whose house has got a dining room?
   - ..... .
9. - Whose sitting room is .....?
   - Kerim's sitting room is smaller than Sezen's sitting room.
10. - ..... a study room in Sezen's house?
    - Yes, there is.
11. - ..... a garden in Sezen's house?
    - Yes, ...
12. - Whose house has got a smaller bathroom?
    - ..... .
13. - How many chairs ..... in Sezen's house?
    - ..... .
14. - ..... a small garden in Sezen's house?
    - No, ... a wide garden.
15. - ..... Kerim's sofa ..... than Sezen's?
    - No, ...

7 **Read the text quickly and tick the places in Nehir's neighbourhood.**



I'm Nehir. I live in a big and modern city. There are a lot of tall and brand-new buildings in our neighbourhood. There is a sports centre near our house. I often play tennis there with my brother. We also go to the gym and do exercises. My brother is more social than me. There are some local street fairs in the city. He often attends some events there and experiences different cultural activities.

There are two museums and an art gallery in the city square. I sometimes take a tour inside the museums with my friends. The city is crowded but we can easily reach everything we need. There are a lot of shops and cafés close to our house. We usually walk or cycle around the neighbourhood.

Every summer holiday, I go to the town with my family to visit my grandmother. She lives in a traditional small house by the coast. The house has got a small garden, a terrace, and a wooden roof. She cooks delicious meals for us. There is a large table in the garden. We sit around it, enjoy the food, and have a great time together.

I love the town because it is more peaceful than the city. I go for a walk, fish on the coast, take photos, and relax. I love being with my family in the town.

8 **Read the sentences and tick (✓) True or False. Correct the false sentences.**

	T	F
1. There are a lot of old traditional houses in Nehir's neighbourhood.	☐	☐
2. Nehir and her brother often do exercises together.	☐	☐
3. Nehir is more social than her brother.	☐	☐
4. Nehir's grandmother lives in a big flat.	☐	☐
5. Living in the town is more relaxing and peaceful.	☐	☐

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

1. Where does Nehir live?
2. What does Nehir's brother do in the street fairs?
3. Where does Nehir go on her summer holiday?
4. How does Nehir's grandmother's house look like?
5. What does Nehir do in the town?

10 **Imagine you are selling a house. Look at the picture and take notes about the house.**



11 **Look at your notes and describe the house in Activity 10 for an advertisement.**



REFLECTION

Circle the correct answer and tick the correct box.

My name is Defne. I live in a (1) **flat/mosque**. There are three (2) **kitchen/bedrooms** in my flat. I have got a soft and comfortable (3) **bookcase/sofa** in my sitting room. There is a big (4) **sports centre/terrace** in my neighbourhood. I attend a swimming course there. Living in the (5) **street fair/city** more comfortable and easy for me.

I can talk and write about the places in my neighbourhood and city and different types of houses.

Yes ☐ Need Extra Practice ☐

THEME 6

LIFE IN THE WORLD

Sub-themes

Basic food types
Ordering in a restaurant
Food events in the city

Functional Language

Asking or giving permission
Expressing possession
Expressing the quantity of nouns



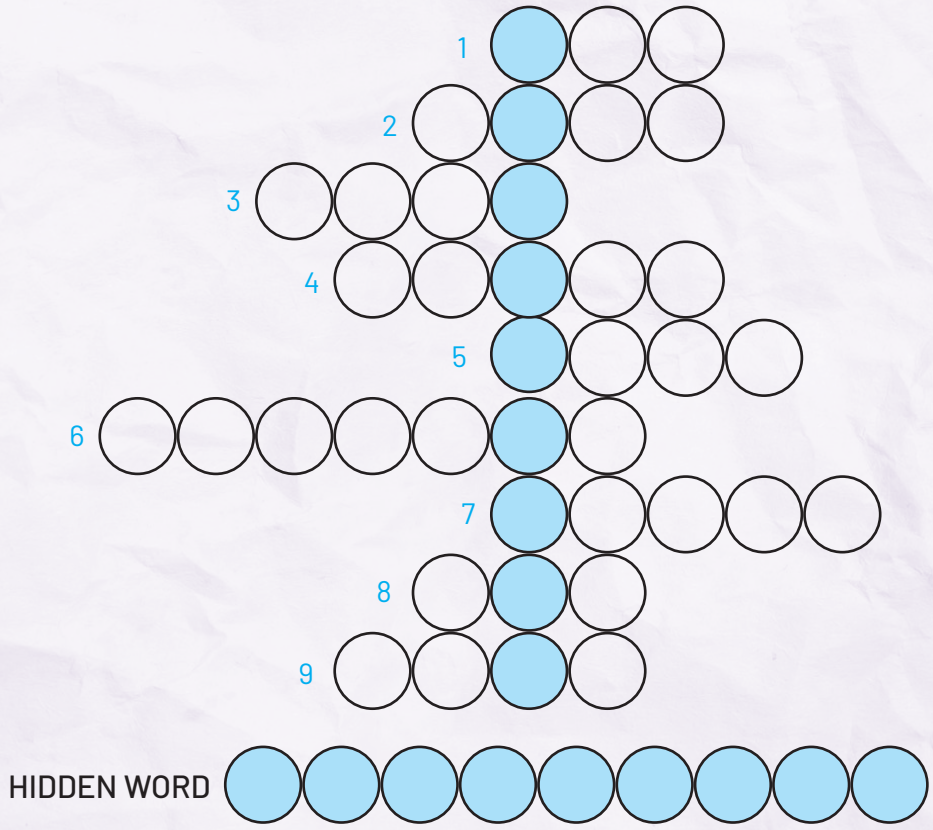
GO TO THE THEME

1 Match the words with their definitions. Then do the puzzle and find the hidden word. There is an extra one.

1. To remove water from something.
2. To make something warm or hot.
3. To make water or food very hot until it bubbles.
4. To cut something into thin, flat pieces.
5. To prepare food using heat.
6. To have something inside.
7. To ask for food or something you want.
8. To make something into pieces with a knife or scissors.
9. To press food (like potatoes) until it is soft and smooth.

1	...
2	...
3	...
4	...
5	...
6	...
7	...
8	...
9	...

a. contain
b. heat
c. taste
d. boil
e. slice
f. dry
g. cook
h. order
i. mash
j. cut



2 Group the food and drinks.

milk	a sweet	soda water	a biscuit	a tart	soup	beef	pasta
cheese	butter	lemonade	a cake	meat	beans	nuts	tuna

a starter	a main dish	an appetizer	a dessert	a beverage	dairy products
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

3 **Make sentences with the words in the brackets and answer them.**

1. (pay in cash) Can I pay in cash?
   ✓ Sure./Yes, you can.
2. (add some salt) Can I add some salt?
   ✗ No, you can't.
3. (slice the apples) .....
   ✗
4. (taste the soup) .....
   ✓
5. (boil the water) .....
   ✗
6. (book a table) .....
   ✓
7. (order my meal) .....
   ✓
8. (heat the meal quickly) .....
   ✗
9. (dry the vegetables carefully) .....
   ✓
10. (mash the potatoes slowly) .....
    ✓

4 **Complete the sentences with "How many" or "How much".**

1. ..... apples do you need?
2. ..... bowls of flour do you need for the cake?
3. ..... milk is there for the recipe?
4. ..... tomatoes do you need for the sauce?
5. ..... nuts are there in this home-made bread?
6. ..... glasses of sugar does the chef need?
7. ..... butter do you need for the rice?
8. ..... water does she need to boil?
9. ..... lemons do you need for the salad?
10. ..... oil do you need for the meal?

5 **Look at the fridge and ask questions according to the answers.**



1. - .....?
   - There are two bottles of it.
2. - .....?
   - There are two green apples.
3. - .....?
   - There are some tomatoes.
4. - .....?
   - Four.
5. - .....?
   - There are two bottles of water.

6 **Look at the pictures and circle the correct option as in the example.**



1. Pam **has/hasn't/have/haven't** got some apples but Dan **has/hasn't/have/haven't** got any.
2. Pam and Dan **has/hasn't/have/haven't** got three bottles of milk.
3. Pam and Dan **has/hasn't/have/haven't** got any oranges.
4. Dan **has/hasn't/have/haven't** got a bottle of water but Pam **has/hasn't/have/haven't** got any.
5. Pam **has/hasn't/have/haven't** got some flour but Dan **has/hasn't/have/haven't** got any.
6. Dan **has/hasn't/have/haven't** got some eggs but Pam **has/hasn't/have/haven't** got any.
7. Pam and Dan **has/hasn't/have/haven't** got some sugar.
8. Dan **has/hasn't/have/haven't** got some salt but Pam **has/hasn't/have/haven't** got any.
9. Pam and Dan **has/hasn't/have/haven't** got any chocolate.

7 **Read the dialogue and choose the food event they talk about.**

- ☐ **a.** Cooking shows and recipes from different countries
- ☐ **b.** Cooking competitions among different countries

(On the Phone)
Mr Kaya: Hello! I'm Turgay Kaya. I'd like to book a table for three, please.
Waitress: Of course. When do you want to come?
Mr Kaya: This Saturday at 7 p.m.
Waitress: Thank you, Mr Kaya. Your table will be ready on Saturday at 7 p.m.
(At the Restaurant)
Waitress: Good evening. Have you got a reservation?
Mr Kaya: Yes, we have. The name is Turgay Kaya.
Waitress: Welcome, Mr Kaya. Here are your table and menus.
Mr Kaya: Thank you. Can I have the grilled beef with salad, please?
Mrs Kaya: I would like a vegetable soup and chef's special pasta.
Umut: Can I have a sweet?
Waitress: We have a home-made chocolate tart today. It's very tasty.
Umut: Yum! I want that!
Mrs Kaya: OK, but first you must have a main dish.
Umut: Sure! I'd like to eat fish and chips before the tart. Can I also have a glass of coke?
Mr Kaya: Oh, no! It's not a healthy choice.
Umut: OK, dad. A glass of lemonade, then.
Waitress: Of course. Would you like a starter?
Mrs Kaya: No, thank you.
Waitress: I'll bring your order quickly.
(The waitress serves their meal.)
Mrs Kaya: This soup smells so good!
Mr Kaya: The beef is delicious!
Umut: My tart is sweet and soft. I love it!
Mrs Kaya: Do you know about the food festival in the city? There are cooking shows and special recipes from different countries.
Umut: Can we go?
Mr Kaya: Why not? It sounds fun!
Umut: Yay!
(Paying the Bill)
Waitress: Did you enjoy your meal?
Mr Kaya: Yes, everything was great. Thank you. Can I pay in cash?
Waitress: Sure.
Mr Kaya: Here you are. And here is a tip.
Waitress: Thank you very much. Have a lovely evening!
Mrs Kaya: You too!

8 **Read the dialogue and find at least two words for each category.**

Ordering	
Food and drinks	
Food events	

9 **Read the dialogue carefully and put the events in the correct order.**

- ☐ Mrs Kaya orders soup and pasta.
- ☐ They talk about the food festival in the city.
- ☐ The Kaya family goes to the restaurant.
- ☐ Mrs Kaya orders soup and pasta.
- ☐ Mr Kaya books a table for three.
- ☐ Umut wants to drink coke but Mr Kaya doesn't allow.
- ☐ They pay in cash and leave a tip.

10 **Prepare a menu for a famous restaurant.**

MENU

Starters	Main Dishes	Drinks	Sweets

11 **Imagine you are at that famous restaurant and ordering meal. Write a short dialogue between you and a waiter/waitress.**

REFLECTION

Circle the correct answer and tick the correct box.

I'm Max. I'm at a restaurant with my family today. I love eating (1) **beef/soup** as a starter. There are fish, beef, and pasta as the (2) **main dish/sweet** in the menu. My little brother always wants to eat some (3) **lemonade/biscuits** at the end of the meal but there isn't any (4) **sweets/salads** in the menu. There is a (5) **menu/food** festival in the city. I want to go there after we finish our meal. I like experiencing different things.



I can talk and write about the basic food types, ordering in a restaurant and food events in the city.

Yes ☐ Need Extra Practice ☐

LIFE IN NATURE

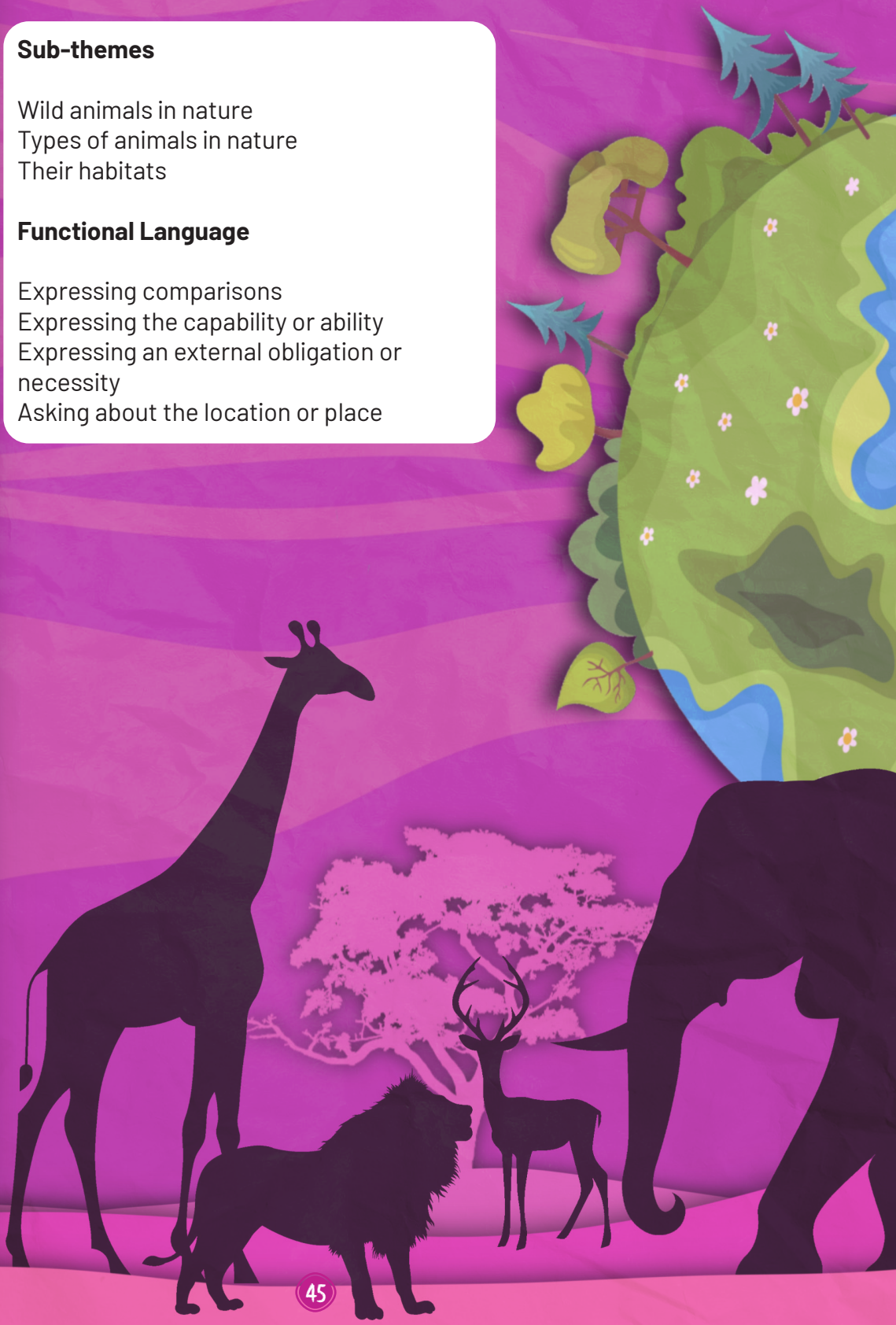
THEME 7

Sub-themes

Wild animals in nature
Types of animals in nature
Their habitats

Functional Language

Expressing comparisons
Expressing the capability or ability
Expressing an external obligation or necessity
Asking about the location or place



GO TO THE THEME

1 Find the names of the animals in the puzzle.

bee
lion
crocodile
bear
eagle
monkey
parrot
snake
seagull

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

2 Complete the chart with the names of animals in Activity 1.

Mammals	Birds	Reptiles	Insects

3 Look at the pictures and complete the sentences with the names of the animals.








a. I am a huge mammal. I live in the ocean. I am a/an _____.
b. I am scary and dangerous. I live in the river. I have a long body. I am a/an _____.
c. I am fast and furry. I live in the forest. I have got a long tail. I am a/an _____.
d. I am enormous. I live in the savanna. I have got a trunk. I am a/an _____.
e. I am a wild bird. I live on the mountains. I have got wings. I am a/an _____.
f. I am quick and strong. I live in the jungle. I have got paws. I am a _____.

4 **Complete the sentences as in the example. Use "*run, hunt, move, fly, climb, talk.*"**

Example: A shark can swim very fast.

1. A lion _____ animals in the jungle.
2. A tiger _____ quickly to catch animals.
3. A monkey _____ trees well.
4. A parrot _____ and imitate people.
5. A seagull _____ high in the sky.
6. A snake _____ fast in the field.

5 **What must these people do? Match the sentences.**

a. Ada has got an exam tomorrow.
b. It is autumn now.
c. The crocodile is hungry.
d. Murat can't play the guitar well.
e. I can't see the board in class.
f. We're going to a national park.

a	5
b	...
c	...
d	...
e	...
f	...

1. We must take our cameras.
2. He must practise more.
3. Birds must fly to warmer places.
4. I must wear glasses.
5. She must study hard.
6. It must hunt to eat.

6 **Write questions for the answers below using "*where*."**

Example: Where can you find sharks?
- We can find sharks in the ocean.

a. ..... ?
We can find gorillas in the forests.
b. ..... ?
We can see seals on the coasts.
c. ..... ?
We can find eagles in the mountains.
d. ..... ?
We can find sharks in the oceans.
e. ..... ?
We can see tigers in the forests.

7 Circle the correct option about the animals.



a. A tiger is **slower/faster** than an elephant.
b. A giraffe is **taller/shorter** than a zebra.
c. An elephant is **bigger/smaller** than a tiger.
d. A tiger is **quieter/more dangerous** than a zebra.
e. A zebra is **quicker/stronger** than an elephant.
f. A tiger is **scarier/weaker** than a giraffe.

8 Complete the sentences with the correct form of the adjectives in the box.

~~scary~~ | tall | fast | dangerous | funny | quiet | strong

Example: The crocodile is one of the scariest animals in the river.

a. The monkey is _____ animal in the forest.
b. The giraffe is _____ animal in the world.
c. The shark is _____ fish in the ocean.
d. The seal is _____ animal on the coast.
e. The lion is _____ animal in the jungle.
f. The cheetah is _____ animal on land.

9 Read the text quickly and choose the suitable title.

a. Birds in Türkiye **b.** Animals that can fly **c.** A special bird

.....



The Northern Bald Ibis is a rare (1) _____. In Turkish, people call it "Kelaynak." This bird lives in warm places. The kelaynak can walk well on the ground, but it cannot (2) _____ long distances like other birds. It must stay close to its home. The kelaynak is not a dangerous bird. It can eat (3) _____, small animals, and plants. It is quieter than many other birds.

In Türkiye, kelaynak birds live in Birecik, a town near the Euphrates River. They stay in special areas called kelaynak stations, where people protect and feed them carefully. These stations are some of the (4) _____ places for the birds.

Kelaynak birds are very important in Turkish culture. Every year, many people visit Birecik to see these birds. The government and scientists work together to protect the kelaynak. Today, there are only a few hundred kelaynak birds in the world, so they must get help to (5) _____. They are one of the most special birds in Türkiye because they represent nature and hope.

10 Read the text carefully. Choose the correct options to complete it.

1.	a. fish	b. bird	c. mammal
2.	a. fly	b. run	c. swim
3.	a. reptiles	b. eagles	c. insects
4.	a. safest	b. slowest	c. smallest
5.	a. hunt	b. attack	c. survive

11 Read the text again and answer the questions.

1. What is the Northern Bald Ibis called in Turkish?

2. Where do kelaynak birds live in Türkiye?

3. What can kelaynak birds eat?

4. Where do kelaynak birds stay?

5. What do these birds represent for Turkish people?

12 **Think about a special animal that lives in your country and take notes about it.**

1. What is the name of the animal? .....
2. Where does it live in your country? .....
3. What does it eat? .....
4. Can it fly, swim, or run fast? .....
5. Is it in danger? Why? .....

13 **Look at your notes in Activity 12 and write a paragraph about your animal.**

.....

.....

.....

.....

.....

.....

.....

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REFLECTION

Circle the correct answer and tick the correct box.

Leopards, elephants, and **giraffes/cats** are wild animals. They are all mammals. They live in the **ocean/savanna**. They can run. They are strong and furry animals. They have got four legs and a **tail/tusk**.

I can talk and write about wild animals in nature, types of animals in nature, and their habitats.

Yes ☐ Need Extra Practice ☐

THEME 8

LIFE IN THE UNIVERSE & FUTURE

Sub-themes

Planet Earth
School holidays, places, activities, and plans for holidays

Functional Language

Expressing future plans and intentions



GO TO THE THEME

1 **Look at the pictures to unscramble the words and find the hidden word.**



RSEEDT



NAYNOC

2 5



RFREECAOL



UDEDNSNA

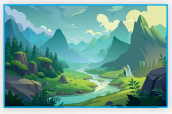


SNIDAL



LEKA

4



LYELVA



NECNNTOTI

1



HAECB

3



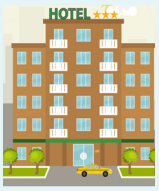
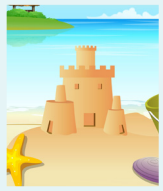
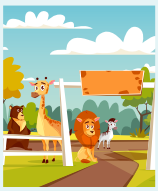
EVRIR

1 2 3 4 5

2 **Match the words and make phrases.**

1 a sightseeing	1	a holiday
2 an amusement	2	b a museum
3 a half-term	3	c tour
4 to build	4	d park
5 to visit	5	e a sandcastle

3 Look at the chart and complete the sentences as in the example.

						
Nilay	✓				✓	
Martin		✓	✓			
Sue				✓		✓

Example: 1. Nilay is going to stay at a peaceful hotel.

2. Martin _____ a sandcastle on the beach.
3. Sue _____ a zoo at the city centre.
4. Martin _____ seashells at the seaside.
5. Sue _____ photographs of animals.
6. Nilay _____ a sightseeing tour in the city.

4 Look at the chart in Activity 3 and answer the questions.

1. Is Sue going to take photographs of animals?

2. Is Nilay going to collect seashells?

3. Is Martin going to visit a zoo at the city centre?

4. Is Martin going to build a sandcastle at the beach?

5. What is Nilay going to do?

6. What is Martin going to do?

7. What is Sue going to do?

5 **Put the words in the correct order and make questions.**

1. holiday/going/summer/where/for/are/to/you/go/the/?

2. pack/for/to/are/you/what/the/going/holiday/?

3. going/what/to/you/there/are/do/?

4. who/travel/with/to/you/are/going/?

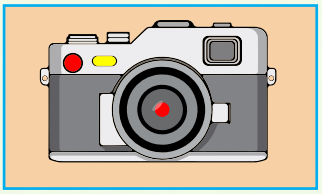
5. going/join/you/are/to/the lake/a trip/by/?

6 **Choose one of the pictures and answer the questions in Activity 5 for yourself.**

















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2. .....
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3. .....
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4. .....
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5. .....
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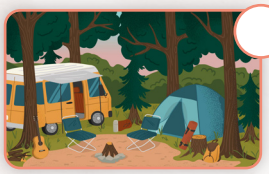
7 **Read the e-mail quickly and tick the correct picture.**







New e-mail

To : İpek
From : Elif
Subject : My Summer Holiday Plans

Hi İpek,
How are you? I hope you are fine. I want to tell you about my summer holiday plans!
I'm going to go to Antalya with my family this summer. We are going to stay at a **famous** hotel near the **seaside**. I'm going to build sandcastles and collect **seashells** on the beach. That's great!
My parents are going to relax and my little brother is going to play at the amusement park. We are also going to visit a **museum** and join a sightseeing tour in the **historical** town. I'm going to take lots of photos. The views are going to be amazing!
The weather is going to be hot and sunny, so I'm going to pack my hat, sunglasses and camera. I'm so excited! It's going to be my best holiday!
What about you? Where are you going to go this summer? Please write back soon!
Love,
Elif

8 **Read the e-mail again and match the descriptions with the words in bold.**

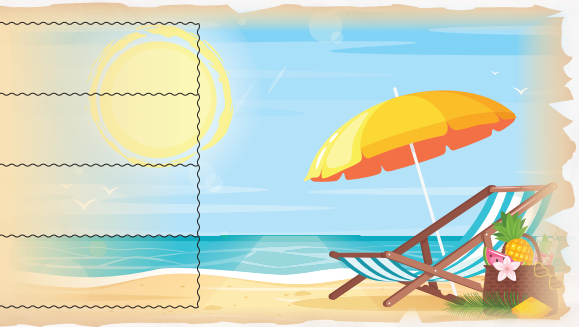
1. A place where people relax and play near the sea: _____
2. Small objects you find on the beach: _____
3. Relating to events or people in the past: _____
4. A place with ancient things to visit and learn: _____
5. Well-known: _____

9 **Read the e-mail carefully and correct the sentences.**

1. İpek is going to go to Antalya this summer.
_____
2. Her brother is going to play at the swimming pool.
_____
3. She is going to join a sightseeing tour in the city centre.
_____
4. The weather is going to be rainy and cool.
_____
5. She is going to pack her clothes.
_____

10 **Think about your dream holiday and take notes about it.**

Where to go	
Places to see	
Activities to do	
Plans	



11 **Look at your notes in Activity 10 and write an e-mail to your friend about your holiday.**

New e-mail

To : .....
From : .....
Subject : .....

.....

.....

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.....

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.....

.....

Send

REFLECTION

Circle the correct answer and tick the correct box.

Next week, I'm going to a half-term (1) **weekend/holiday** with my family. We are going to visit a beautiful island in the (2) **ocean/river**. The warm (3) **tourism/climate** is going to be great. We are going to join (4) **a tour/an opportunity** and visit the historical places on the island. It is going to be fun (5) **to relax/to pack** and rest.

I can talk and write about Planet Earth, school holidays, places, activities, and plans for holidays.

Yes ☐ Need Extra Practice ☐

REFERENCES

MEB, (Millî Eğitim Bakanlığı). Primary Education The English Language Curriculum (Years 2-3-4-5-6-7-8), The Century of Türkiye Education Model, Ankara, 2025

Hornby, A. S. (2015). Oxford Advanced Learner's Dictionary (9th ed.). Oxford University Press.

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


TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
İL MERKEZİ
Elâzığ
GÖL
ÜLKE SINIRI
ÖZERK BÖLGE SINIRI
AKARSU
0 50 100 200 300 400 km
Harita Genel Müdürlüğü tarafından üretilmiştir.
KARADENİZ
AKDENİZ
EGE DENİZİ
MARMARA DENİZİ
HAZAR DENİZİ
ROMANYA
UKRAYNA
RUSYA FEDERASYONU
BULGARİSTAN
YUNANİSTAN
GÜRCİSTAN
ERMENİSTAN
AZERBAYCAN
İRAN
IRAK
SURİYE
LİBYA
MISIR
İSRAİL
LÜBNAN
FİLİSTİN
Batı Şeria
Doğu Kudüs
FİLİSTİN
Gazze Şeridi
KUZEY KIBRIS TÜRK CUMHURİYETİ
GÜNEY KIBRIS RUM YÖNETİMİ
Erenköy
Lefkoşa
Sofya
Bükreş
Atina
Tiflis
Erivan
Bağdat
Şam
Beyrut
Tel Aviv
Sinop
Samsun
Amasya
Tokat
Ordu
Giresun
Trabzon
Rize
Artvin
Ardahan
Kars
Iğdır
Ağrı
Erzurum
Erzincan
Tunceli
Bingöl
Muş
Van
Bitlis
Siirt
Batman
Hakkâri
Şırnak
Mardin
Diyarbakır
Adıyaman
Şanlıurfa
Gaziantep
Kilis
Osmaniye
Adana
Hatay
Kahramanmaraş
Malatya
Elâzığ
Kayseri
Nevşehir
Aksaray
Niğde
Konya
Karaman
Mersin
Antalya
Isparta
Burdur
Denizli
Aydın
Muğla
Uşak
Afyonkarahisar
Kütahya
Eskişehir
Ankara
Kırıkkale
Kırşehir
Yozgat
Çorum
Çankırı
Bolu
Düzce
Karabük
Kastamonu
Bartın
Zonguldak
Sakarya
Kocaeli
İstanbul
Yalova
Bursa
Bilecik
Edirne
Kırklareli
Tekirdağ
Çanakkale
Balıkesir
Manisa
İzmir
Gökçeada
Bozcaada
Tuz Gölü
Van Gölü
Urumiye Gölü
Tuna N.
Meriç N.
Sakarya N.
Kızılırmak N.
Yeşilırmak N.
Çoruh N.
Kura N.
Aras N.
Fırat N.
Dicle N.
Ceyhan N.
Seyhan N.
Göksu N.
Asi N.
Süveyş K.
Nil N.
Gediz N.
Bakırçay N.
Küçük Menderes N.
Büyük Menderes N.
25°D
30°D
35°D
40°D
45°D
50°D
40°K
35°K


TÜRK DÜNYASI HARİTASI
Bağımsız Türk Devletleri
Türk Cumhuriyetleri, Türk Bölgeleri
Türk Toplulukları
0 250 500 1.000 1.500 2.000 km
TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
1 GAGAVUZ YERİ
2 KARAÇAY-ÇERKESYA
3 KABARDİN-BALKARYA C.
4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
6 TATARİSTAN C.
7 BAŞKURT C.
8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
a Avrupa'daki Türkler
b Kosova Türkleri
c Yunanistan Türkleri
ç Bulgaristan Türkleri
d Romanya Türkleri
e Suriye Türkmenleri
f Irak Türkmenleri
g İran Türkleri
h Afganistan Türkmenleri
ı Pakistan Türkmenleri
i Hindistan Türkmenleri
j Çin H. C. Türkleri
k Moğolistan Türkleri
l Rusya Federasyonu Türkleri
ÜLKE KISALTMALARI
ARNAVUTLUK ARN
BELÇİKA BEL
BOSNA - HERSEK BH
GÜNEY KIBRIS RUM YÖNETİMİ GKRY
HIRVATİSTAN HRV
İSVİÇRE İSV
KARADAĞ KRD
KOSOVA KSV
KUZEY KIBRIS TÜRK CUMHURİYETİ KKTC
KUZEY MAKEDONYA KMKD
LİHTENŞTAYN LİH
SIRBİSTAN SRB
RUSYA FEDERASYONU
TÜRKİYE
KAZAKİSTAN
ÖZBEKİSTAN
TÜRKMENİSTAN
KIRGIZİSTAN
TACİKİSTAN
AFGANİSTAN
İRAN
PAKİSTAN
HİNDİSTAN
MOĞOLİSTAN
ÇİN HALK CUMHURİYETİ
SİNCAN UYGUR ÖZERK BÖLGESİ
SAHA (YAKUT) C.
TUVA C.
UKRAYNA
BELARUS
POLONYA
ALMANYA
FRANSA
İSPANYA
İTALYA
YUNANİSTAN
SURİYE
IRAK
SUUDİ ARABİSTAN
MISIR
LİBYA
CEZAYİR
FAS
TUNUS
ÇİN
BANGLADEŞ
Moskova
Astana
Ankara
Bişkek
Taşkent
Aşkabat
Tahran
Kabil
Yeni Delhi
Pekin
Ulanbator
Akdeniz
Karadeniz
Hazar Denizi
Kızıldeniz
Umman Denizi
Yemen Denizi
Barents Denizi
Kara Denizi
Norveç Denizi
Ohotsk Denizi
Bering Denizi
Kuzey Denizi
Baltık D.
Akdeniz
Tiren Denizi
Adriyatik Denizi
Ege D.
Marmara D.
Karadeniz
Hazar Denizi
Kızıldeniz
Umman Denizi
Yemen Denizi
Manş Denizi
Cebelitarık B.
Lefkoşa KKTC
GKRY
Ural N.
Volga N.
Ob N.
Lena N.
Yenisey N.
Amur N.
Sarı N.
Hotan N.
Nil N.
Fırat N.
Dicle N.
Ganj N.
Balkaş G.
Aral G.
Baykal G.
Hudut G.
Ladoga G.
Onega G.
Peçora N.
Usa N.
Dvina N.
Dinyester N.
Dinyeper N.
Don N.
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Terek N.
Kura N.
Sırdarya N.
Amudarya N.
Helsinki
Stockholm
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Kopenhag
Varşova
Minsk
Kiev
Moldova
Bükreş
Sofya
Belgrad
Zagreb
Sarayevo
Priştine
Üsküp
Tiran
Atina
Lizbon
Madrid
Paris
Brüksel
Amsterdam
Berlin
Dublin
Londra
Cezayir
Trablus
Tunus
Rabat
Kahire
Şam
Ammar
Kudüs
Riyad
Doha
Abu Dabi
Muskat
Sana
Katar
Kuveyt
Erivan
Bakü
Tiflis
Astana
Ulanbator
Pekin
Yeni Delhi
Kabil
Taşkent
Bişkek
Aşkabat
Dışapbe
Tahran
Bağdat
Ankara
İzmir
Antalya
Bursa
Konya
Adana
Gaziantep
Diyarbakır
Van
Erzurum
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Eskişehir
İstanbul
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Sivas
Erzincan
Bayburt
Gümüşhane
Karaman
Aksaray
Niğde
Nevşehir
Kırşehir
Kırıkkale
Çankırı
Karabük
Bartın
Zonguldak
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Düzce
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100°D
120°D
130°D
140°D
150°D
160°D
170°D
180°
40°K
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120°D

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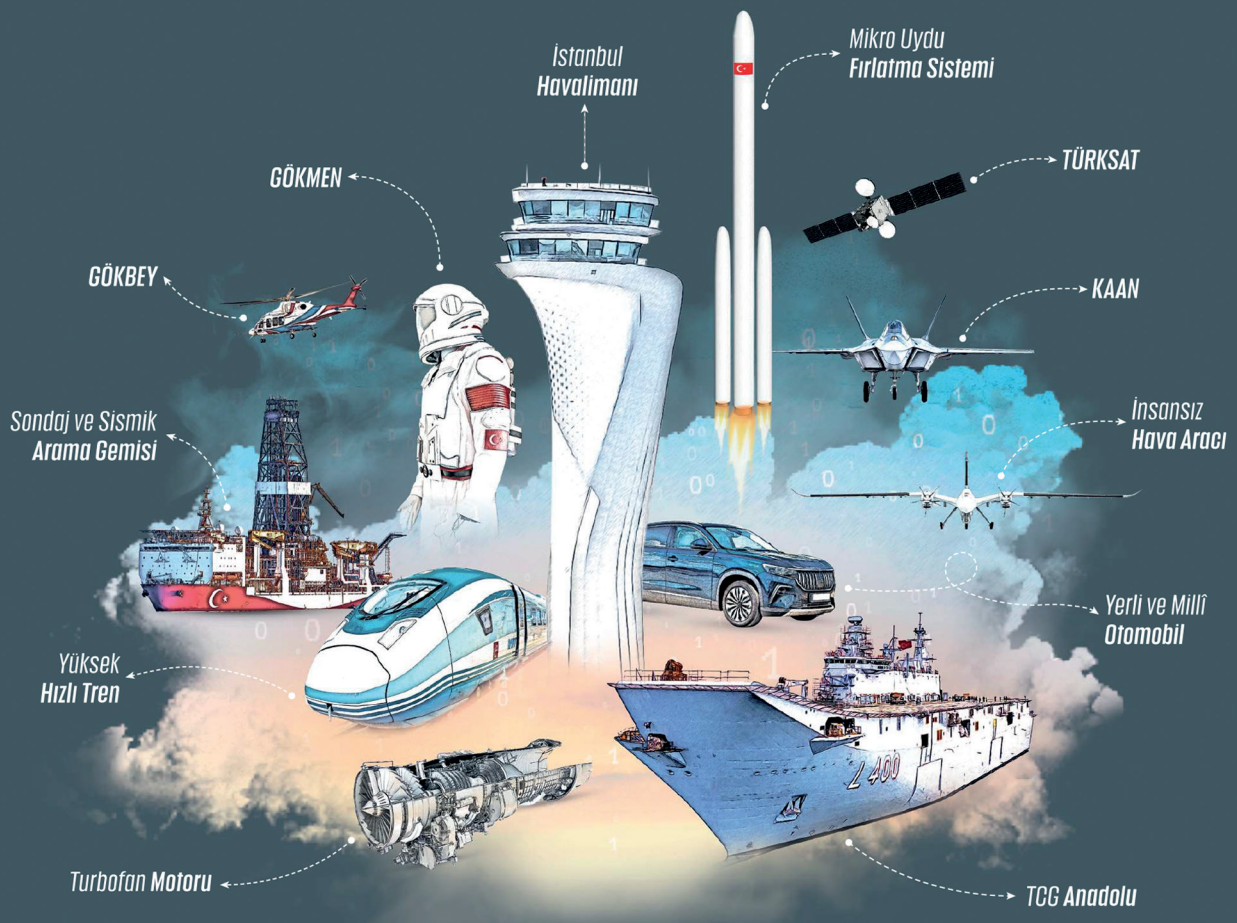

BU DERS KİTABI MİLLÎ EĞİTİM BAKANLIĞINCA ÜCRETSİZ OLARAK VERİLMİŞTİR.
PARA İLE SATILAMAZ.

Bandrol Uygulamasına İlişkin Usul ve Esaslar Hakkında Yönetmeliğin Beşinci Maddesinin İkinci Fıkrası Çerçevesinde Bandrol Taşıması Zorunlu Değildir.