

LOWER SECONDARY SCHOOL AND
İMAM HATİP LOWER SECONDARY SCHOOL

ENGLISH YEAR 6

WORKBOOK

AUTHORS

Elçin ÇETİNKALE
Emine NADDAH
Ersin KIRKAĞAÇ
Ethem GÖREY



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Editor

Dr. Kamile HAMİLOĞLU

Visual Designer

Seçil OFAY

Multimedia Designers

Ayşe TARI

Erhan AY

Nilgün BOZNA

Curriculum Development Specialists

Dr. Mehmet AKCAALAN

Dr. Mustafa KANDIRMAZ

Assessment and Evaluation Specialist

Nermin KARAÇIRAK

Guidance Specialist

Nuray AYDOĞDU

Baskı

Matbaanın Adı ve

Ticaret Ünvanı

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İSTİKLÂL MARŞI

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

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

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

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyet 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 cerâhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
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

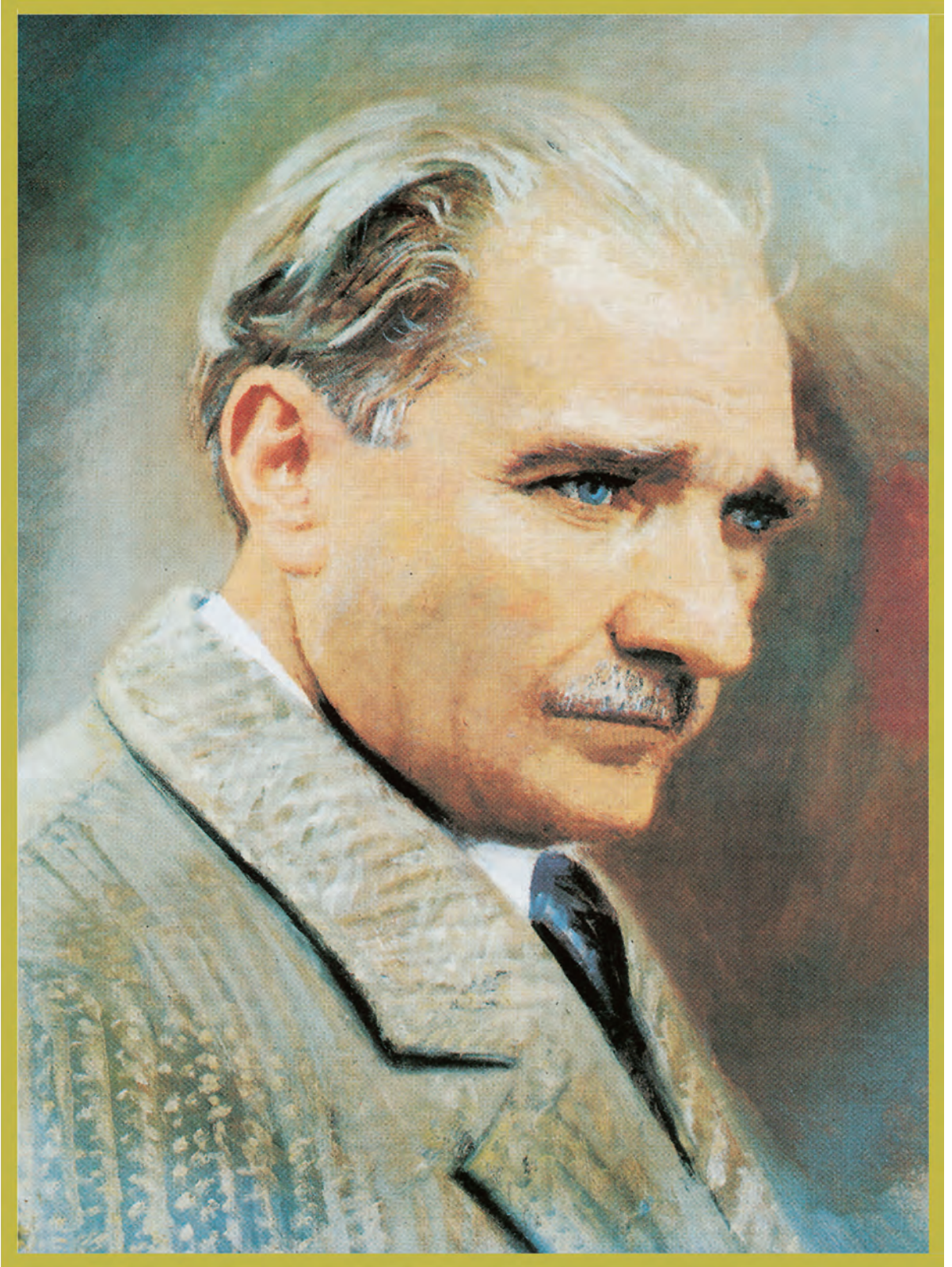
GENÇLİĞE HİTABE

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 namûsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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WORKBOOK



Sub-themes

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

Functional Language

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



EBA

1 Write the words/phrases under the correct pictures. There is an extra one.

- a parade • national anthem • an interview • a speech • an assembly
- a flag • a school ceremony • to follow • to pack • to greet



1



2



3



4



5



6



7



8



9

2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



Do you get responsibilities at school ceremonies?

Yes, I usually give a speech.



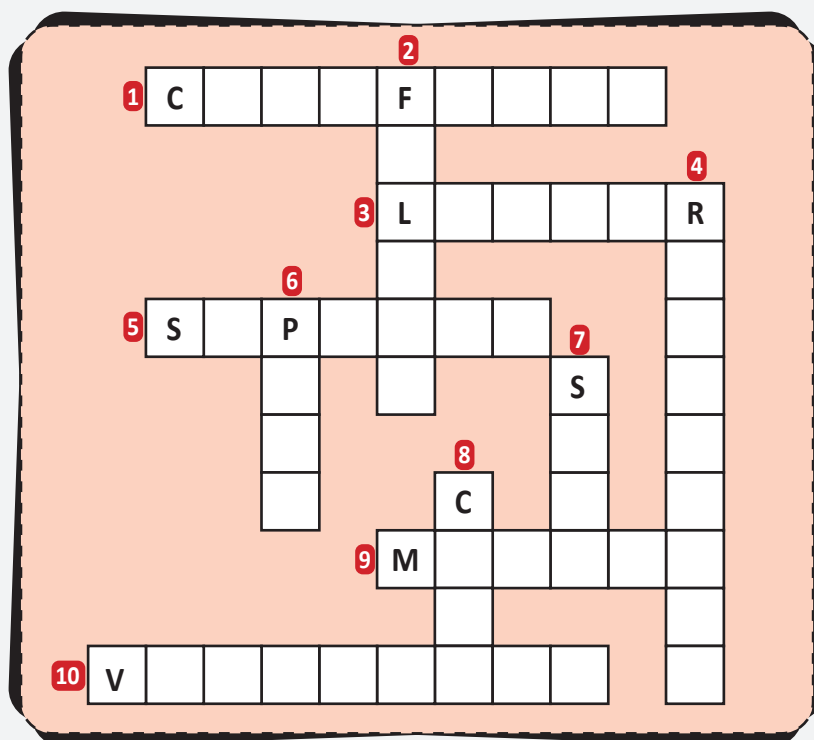
3 Solve the crossword puzzle.

Down ↓

2. to go after somebody or something
4. doing something again and again at a regular time
6. to be successful in an exam
7. in a short time from now
8. to think that someone or something is important

Across →

1. paying a lot of attention
3. a person who leads a group of people
5. to help or encourage somebody or something
9. the way that something is done or happens
10. to offer to do something without being forced to do it



4 Complete the sentences using the words in Activity 3.

1. We must the rules at school.
2. I brush my teeth It is good for my teeth.
3. We have a test tomorrow. I hope I will it.
4. Sinem is our project She guides us for the school projects.
5. I have responsibilities at school. I for my assignments.
6. My friends always me. They are very supportive.
7. Our teacher has a kind She is very helpful.
8. My mum is cooking in the kitchen. The dinner will be ready
9. We to help for the school ceremony. We will decorate our classroom.
10. My father drives He is a careful driver.

5 Fill in the blanks using “a”, “an”, and “the”.

- a. Mustafa Kemal Atatürk is great leader.
- b. I have interview tomorrow.
- c. Our school is organising festival next week.
- d. There is assembly at school on Sunday morning.
- e. Students should listen to teachers’ instructions carefully.
- f. Where do we enter building?
- g. Enter classroom quietly.
- h. It’s raining. I need umbrella.
- i. There is parade on the main street.
- j. Can you close door please?

6 Read the answers and write the suitable question word as in the example.

e.g. A: Who is your maths teacher?
B: Mr Gümüş is our maths teacher.

a. A: do you get up in the mornings?
B: I get up at seven o’clock in the mornings.

b. A: is the school ceremony?
B: The school ceremony is in the garden.

c. A: do you go to school?
B: I go to school at half past eight.

d. A: is your favourite lesson?
B: My favourite lesson is English.

e. A: is your best friend?
B: My best friend is Ayşe.

f. A: are my books?
B: Your books are on the table.

g. A: is the festival?
B: The festival is on Saturday.

h. A: is the winner of the competition?
B: Mustafa is the winner of the competition.

i. A: do you want to drink?
B: I want to drink some tea.

j. A: is your birthday?
B: My birthday is in May.

k. A: do you live?
B: I live in Ankara.



7 Put the words/phrases in the correct order to make meaningful sentences.

- a. carefully / students / the teacher / usually / listen to
.....
- b. celebrate / national festivals / always / at school / we
.....
- c. never / he / his homework / leaves / at home
.....
- d. for matches / practices / often / after school / the school team
.....
- e. they / for new projects / volunteer / at school / sometimes
.....
- f. gives / our teacher / after lessons / us a quiz / often
.....
- g. their teachers / they / in the classroom / greet / usually
.....

8 Fill in the blanks with “I, you, we, they, he, she, it.”

- a. Maria is tall. is also very fast.
- b. My brother and I play soccer. are in the same team.
- c. This is my dog. loves to run in the park.
- d. Peter and Thomas are brothers. are at the same school.
- e. It is my book. Put on the table, please.
- f. Sarah and you should study. need to prepare for the test.
- g. You can trust me. am your friend.
- h. My parents are busy. are working right now.
- i. My father is helpful. helps me with my homework.
- j. Welcome! How can I help?

9 Fill in the blanks using “me, you, him, her, it, us, them”.

- a. We played well in the match. The coach thanked after the match.
- b. I can't do my homework. Can you help with my homework?
- c. Mr Kaya always reads a book. I see in the library every day.
- d. Ayşe is my best friend. I want to invite to my birthday party.
- e. The black pen is on the table. Can you give to me, please?
- f. Go to the library at seven o'clock. We will meet there.
- g. My cousins are happy. My mother gave some cookies.
- h. Can you give your pencil, please? I need to write something.
- i. Mr Sarıkaya will be busy. Please call before the meeting.
- j. Our teacher gives a lot of homework. We always finish it on time.

10 Read the text quickly and answer the question.

What is Hasan's favourite lesson?

Hi, my name is Hasan. I always get up early on weekdays. I have breakfast and get ready for school. I usually walk to school with my friends, but sometimes my father drives me to school. I like walking with my friends because we chat and laugh. We always sing our national anthem at school on Mondays and Fridays. There are seven lessons at school on each day. My favourite lesson is English. We always listen to our teachers carefully. Our teachers are very nice. We never leave our classes dirty. We all follow the school rules and keep our classes tidy. After school, I go home and do my homework. In the evening, I have dinner with my family and I read a book. I never go to bed late because I need to get up early the next day.



11 Read the text again carefully and write T (True) or F (False). Correct the false statements.

- a. Hasan sometimes gets up late on weekdays. ☐
- b. Hasan's favourite lesson is English. ☐
- c. Hasan never walks to school with his friends. ☐
- d. After school, Hasan has lunch with his family. ☐
- e. In the evening, Hasan watches TV and goes to bed late. ☐

12 Read the text again and answer the questions.

- a. What does Hasan do before he goes to school?
.....
- b. Why does Hasan like walking to school with his friends?
.....
- c. Who sometimes drives Hasan to school?
.....
- d. When do Hasan and his friends sing the national anthem?
.....
- e. Where does Hasan do his homework?
.....
- f. What does Hasan do in the evenings?
.....
- g. Why does Hasan go to bed early?
.....

13 Look at the chart below and complete the sentences.



Kenan	always	sometimes	often	never
Feride	usually	never	always	often
Furkan	never	always	often	usually
Gönül	sometimes	often	sometimes	always

- ▶ Kenan walks to school. He plays basketball with his friends. He reads a book in the school library. He plays chess after school.
- ▶ Feride walks to school with her friends. She plays basketball at school. She reads a book in the school library. She
- ▶ Furkan walks to school. He
- ▶ Gönül

14 Read the dialogue and make similar dialogues using the actions in Activity 13.

e.g.



I always walk to school.
What about you?

I sometimes walk
to school.



15 Write a short text about how often you do the actions in Activity 13.

.....

.....

.....

.....

.....

.....

.....

16 Circle the answers and tick (✓) the suitable box for you.

1. I always follow teacher's instructions.

- a. a b. an c. the

• I can express non-specific or general items and specific or definite items.

☐ Yes. ☐ I need more practice.

2. to the teachers carefully, please.

- a. Listen b. Write c. Look

• I can give commands.

☐ Yes. ☐ I need more practice.

3. Our headmaster usually a speech on Monday mornings.

- a. giving b. gives c. will give

• I can express routines, habits, general truths, and facts.

☐ Yes. ☐ I need more practice.

4. Students should do their homework on time.

- a. never b. sometimes c. always

• I can express the frequency of actions or events.

☐ Yes. ☐ I need more practice.

5. This is Mrs Atli, is our PE teacher.

- a. he b. she c. they

• I can indicate who is involved in the action, possession, or other relationships in a sentence.

☐ Yes. ☐ I need more practice.

6. a conference hall in our school. We sometimes have an assembly there.

- a. There are b. They are c. There is

• I can introduce existence or presence, specifying objects, people, or places in a location.

☐ Yes. ☐ I need more practice.

7. Please calm down. I can help with your project.

- a. her b. his c. you

• I can replace nouns that receive the action in a sentence.

☐ Yes. ☐ I need more practice.



Sub-themes

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

Functional Language

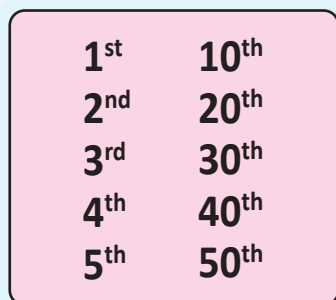
- Indicating actions happening right now or ongoing activities
- Comparing actions happening right now and general truths, habits, routines
- Confirming general truths, actions or habits and confirming ongoing action
- Showing ownership in relation to nouns
- Asking about the frequency of an action



EBA

1 Write the words/phrases under the correct pictures. There is an extra one.

- to recycle • learning activities • to brush • to remember • to mark
- to rest • ordinal numbers • a diary • to count numbers • to read silently



1



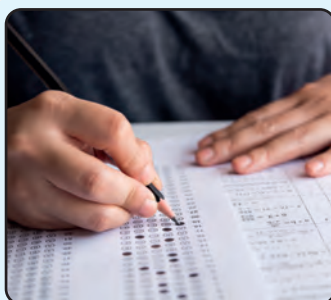
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3



4



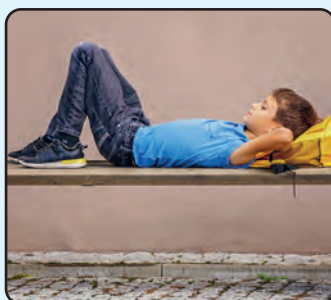
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6



7



8



9

2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



Do you write a diary every day?

Yes, I write it before sleeping.



3 Complete the text with the suitable words given below. There is an extra one.

writing / together / pairs / regular / learning / aloud / after / classroom

There is an English test tomorrow. We are in the (1) We are working in (2) now. We are reviewing our notes (3) I am reading the notes (4) with my peer. Batuhan and Ahmet are (5) new words. Fulya and Kerim are repeating them. We all enjoy (6) activities like this. These are our (7) study habits before a test.

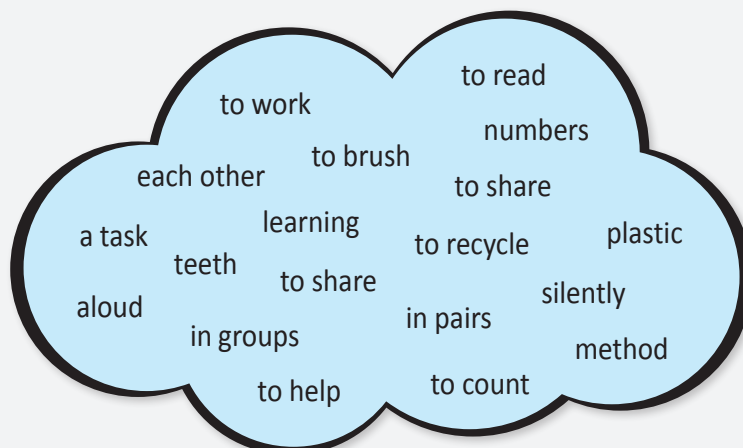
4 Find the words in the puzzle. There is an extra one.

creative	O	I	U	H	S	O	W	T	N	L	S	K	A	W	O
level	U	V	T	D	C	J	Z	H	F	V	K	N	D	A	Z
focus	K	U	Z	H	M	W	W	Y	L	E	R	Q	S	H	S
search	Z	J	C	X	B	Q	E	T	N	M	E	H	E	A	F
rest	Y	C	V	C	Y	F	R	V	A	S	V	L	A	B	O
review	C	O	N	T	I	N	U	E	W	O	I	T	R	I	C
revise	G	A	N	X	R	L	D	L	E	V	E	L	C	T	U
repeat	V	R	E	M	E	M	B	E	R	R	W	V	H	Z	S
continue	X	O	G	Z	Y	N	X	C	R	E	A	T	I	V	E
habit	F	I	F	V	Y	M	R	Q	S	M	G	J	R	D	Z
remember	C	Z	D	Q	M	R	E	V	I	S	E	N	U	Q	T
	V	L	M	J	W	Q	D	H	J	S	R	I	J	G	I
	T	G	E	B	F	W	H	X	R	T	I	Q	P	F	L
	Q	F	Y	A	V	H	V	G	E	R	Q	Z	F	U	Q
	F	P	R	E	P	E	A	T	S	T	K	M	P	S	T

5 Make expressions with the words and phrases in the cloud. Use some words twice.

e.g. to work in pairs

-
-
-
-
-
-
-



6 Make sentences with the words and phrases in Activity 5. Then share them with the class.

e.g. I am working in pairs in the classroom now.

.....

.....

.....

.....

.....

.....

.....

.....

7 Look at the numbers and write the missing ones. Then repeat them as a whole class.

100	→	one hundred
150	→	.....
200	→	.....
250	→	.....
300	→	.....
350	→	three hundred and fifty
400	→	.....
450	→	.....
500	→	five hundred

1 st	→	.....
2 nd	→	.....
3 rd	→	.....
4 th	→	.....
5 th	→	.....
6 th	→	.....
7 th	→	.....
8 th	→	.....
9 th	→	.....

8 Find your way with the numbers below.

one hundred → one hundred and eleven → one hundred and sixty-six → two hundred → two hundred and fourteen → two hundred and thirty → two hundred and fifty → three hundred → three hundred and thirteen → three hundred and twenty-nine → three hundred and thirty-three → three hundred and forty-five → three hundred and fifty → three hundred and seventy → four hundred → four hundred and twelve → four hundred and eighty-seven → four hundred and ninety-two → five hundred



100	101	228	321	119	113	224	126	228	130	121	111	145	148	153	159	161	169	171
103	111	113	201	174	182	116	166	198	286	203	208	210	281	217	220	226	105	200
215	112	166	200	314	230	253	256	264	201	212	274	277	294	299	411	413	100	100
150	148	111	201	214	320	250	350	355	455	100	244	107	500	400	412	486	482	483
167	168	170	213	414	494	450	300	200	115	215	245	270	370	410	400	487	488	489
213	230	235	240	245	145	323	414	313	334	233	345	350	351	215	100	491	492	493
128	155	150	145	135	100	100	225	229	329	333	323	250	371	405	404	498	499	500



9 Complete the sentences with the correct form of the verbs in brackets.

- I normally (read) my book silently, but today I (read) it aloud.
- We usually (work) in pairs but today we (work) in groups.
- I (not do) the exercise with my peer right now.
- You (not continue) to repeat the words now.
- Seren (not rest) at the moment.

10 Work in pairs. Make sentences about your routines and ongoing actions with the phrases below. Share them with your friends.

e.g. I walk to school every day. I am practising English now.

every day / every morning / in the afternoon / on weekdays / once a week / always

now / right now / at present / at the moment / today / these days

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

11 Reorder the words to make questions.

- | | | |
|--|---|---------|
| a. are / searching for / your task / now / you | → | ? |
| b. he / silently / reading / is / the text | → | ? |
| c. do / review / they / how often / lessons | → | ? |
| d. her pencils / Sally / is / now / counting | → | ? |
| e. you / how often / do / your diary / write | → | ? |

12 Write short answers to the questions.

- | | | |
|---|---|-------|
| a. Are you reading the question now? | → | ..... |
| b. Is your mum cooking right now? | → | ..... |
| c. Is your dad working now? | → | ..... |
| d. Are your friends studying English now? | → | ..... |

13 Match each sentence with the correct question tag. There is an extra one.

- | | | |
|---|--------------------------|-----------------|
| a. You are marking the test now, | ☐ | 1. doesn't he? |
| b. Mary is resting at home, | ☐ | 2. isn't she? |
| c. They study in the library every day, | ☐ | 3. aren't they? |
| d. Ertan usually does research online, | ☐ | 4. don't they? |
| | ☐ | 5. aren't you? |

14 Look at the picture and guess what the text is about.

15 Read the text quickly and underline the words/phrases you don't know. Then check them with your teacher.

Hello, my name is Merve. I am eleven years old. I am in Year 6. I walk to school every day. I have six lessons a day. I like learning activities in the classroom. My classmates and I follow the instructions carefully. We tidy up our desks after lessons. We sometimes work in pairs or in groups. We sometimes read the texts silently or aloud. We normally practise our notes in pairs, but today we are practising them in a group of five. We enjoy this learning method. I think it is effective because we help each other.



16 Read the text again and tick (✓) the classroom activities in the text.

- | | |
|---|--|
| ☐ a. to practise notes in pairs | ☐ f. to help each other |
| ☐ b. to share tasks in pairs | ☐ g. to work in pairs or in groups |
| ☐ c. to follow instructions carefully | ☐ h. to listen to music |
| ☐ d. to read the texts silently or aloud | ☐ i. to tidy up desks after lessons |
| ☐ e. to brush teeth | ☐ j. to count numbers |

17 Ask questions for the bold parts of the answers. Then add two more questions and answer them in pairs.

a.

Merve walks to school **every day**.

b.

Merve has **six** lessons a day.

c.

Merve likes **learning activities** in the classroom.

d.

.....

e.

.....

18 Talk about your daily and study routines in pairs.

e.g.



I get up early and have breakfast. Then I revise my homework every morning.

19 Complete the sentences with “my-her-his-its-our-your-their”. Check the answers with your teacher.

- a. I do homework every evening.
- b. Alice is writing diary right now.
- c. They often mark worksheets in the classroom.
- d. You are having exams today.
- e. The dog is eating lunch now.
- f. We are counting books at present.
- g. Eren prepares school bag before sleeping.
- h. You are continuing project now.

20 Answer the questions.

- a. How often do you go to school?
.....
- b. When do you have dinner?
.....
- c. How often do you revise your lessons?
.....
- d. What time do you wake up?
.....
- e. How often do you meet your friends?
.....

21 Write your daily routines and study routines. Then share it with your classmates.

.....

.....

.....

.....

.....

.....

.....

22 Circle the answers and tick (✓) the suitable box for you.

1. I my notes for the test now.

a. am reviewing

b. is reviewing

c. are reviewing

• I can describe actions happening right now or ongoing activities.

☐ Yes.

☐ I need more practice.

2. I my teeth before breakfast, but today I them after breakfast.

a. brush / is brushing

b. brush / am brushing

c. brushes / am brushing

• I can compare actions happening right now and general truths, habits, and routines.

☐ Yes.

☐ I need more practice.

3. She is marking the tests now,?

a. is she

b. does she

c. isn't she

• I can confirm ongoing actions.

☐ Yes.

☐ I need more practice.

4. They study in the library every day,?

a. do they

b. don't they

c. doesn't they

• I can confirm general truths, actions or habits, and routines.

☐ Yes.

☐ I need more practice.

5. I always keep diary on the table.

a. they

b. its

c. my

• I can use possessive adjectives to show ownership in relation to nouns.

☐ Yes.

☐ I need more practice.

6. He brushes his teeth after breakfast.

a. normally

b. after

c. before

• I can organise adverbs correctly to modify verbs, adjectives, or other adverbs.

☐ Yes.

☐ I need more practice.

7. do you review your notes before a test?

a. How many

b. How often

c. How much

• I can ask about the frequency of an action.

☐ Yes.

☐ I need more practice.



Sub-themes

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

Functional Language

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



EBA

1 Write the words/phrases under the correct pictures. There is an extra one.

- | | | | | |
|------------|------------|--------------|------------|--------------|
| • an ankle | • trainers | • a necklace | • serious | • a bracelet |
| • back | • happy | • stomach | • a pocket | • a wallet |



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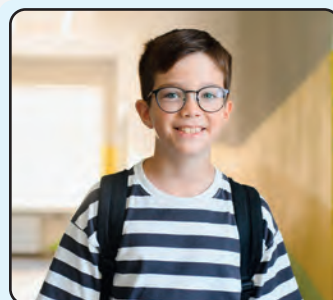
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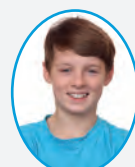
2 Make simple questions using the words/phrases in Activity 1 in pairs.

e.g.



Are you okay?

Oh, my back hurts.



3 Find the hidden words in the chart.

brilliant	X	Y	H	I	H	G	M	W	A	E	C	N
clever	D	D	A	N	N	R	M	V	P	A	R	S
crazy	B	Z	V	P	P	U	V	B	O	C	A	L
lazy	R	K	Z	P	B	D	F	D	L	X	Z	P
rude	C	P	A	T	I	E	N	T	I	D	Y	D
social	F	K	T	S	M	T	S	G	T	W	H	I
polite	Y	O	I	O	C	L	E	V	E	R	M	D
caring	E	V	R	C	C	A	R	I	N	G	X	H
patient	S	B	R	I	L	L	I	A	N	T	R	G
serious	B	D	E	A	Y	Z	O	F	W	R	M	D
helpful	E	H	E	L	P	F	U	L	A	Z	Y	O
tidy	Q	K	J	P	C	M	S	H	H	G	P	E

4 Write simple sentences using the hidden words.

- brilliant →
- clever →
- crazy →
- lazy →
- rude →
- social →
- polite →
- caring →
- patient →
- serious →
- helpful →
- tidy →

5 Write questions using “Whose” for the given answers.

- | | |
|--|-------------------------------------|
| a. e.g. Whose trainers are these? | ? → a. These are my trainers. |
| b. | ? → b. It is Mrs Dalyan’s purse. |
| c. | ? → c. They are my sister’s tights. |
| d. | ? → d. It is my coat. |
| e. | ? → e. This is my mother’s dress. |
| f. | ? → f. It is my father’s scarf. |
| g. | ? → g. They are Mr Brown’s keys. |
| h. | ? → h. That is my brother’s phone. |

6 Put the words/phrases in the correct order to make meaningful sentences.

- a black / swimsuit / got / my brother / has
.....
- got / we / new / have / trainers
.....
- a lovely / got / necklace / my sister / has
.....
- a black / got / wallet / has / Ahmet
.....
- big / have / we / jackets / got
.....
- yellow / got / hats / have / they
.....
- an attractive / got / bracelet / has / she
.....
- cool / got / Mrs Atay / has / sunglasses
.....
- short / got / Berrin / has / hair
.....
- dress / a brown / got / I / have
.....

7 Find someone who has the physical features in the box.

brown eyes
short hair
curly hair
blue eyes
straight hair
green eyes

- e.g.** My mother has got brown eyes.
-
-
-
-
-

8 Look at the chart and help Sedef finish her homework.

Sedef



Hi, friends! I need to compare my family members for my homework. Here is the chart about my family. Let's complete the sentences together.

	My father	My mother	My brother	Me
Height	180 cm	165 cm	185 cm	160 cm
Weight	85 kg	55 kg	65 kg	45 kg
Age	42	43	17	11

- My mother is my brother. (short)
- My brother and my father are me. (tall)
- My brother is person in my family. (tall)
- I am person in my family. (short)
- My mother and my brother are me. (fat)
- My brother is my father. (thin)
- I am person in my family. (thin)
- My father is person in my family. (fat)
- My brother and my mother are me. (old)
- My father is my mother. (young)
- My mother is person in my family. (old)
- I am person in my family. (young)

9 Fill in the chart with the correct form of the adjectives.

tall	taller	.....
handsome	.....	the most handsome
good	better	.....
bad	.....	the worst
hot	.....	.....
cold	.....	.....
young	.....	.....
beautiful	.....	.....
strong	.....	.....
weak	.....	.....

10 Read the text quickly and choose the correct option.

Yeşim is talking about

- a. her best friends' physical appearances.
- b. her best friends' personalities.

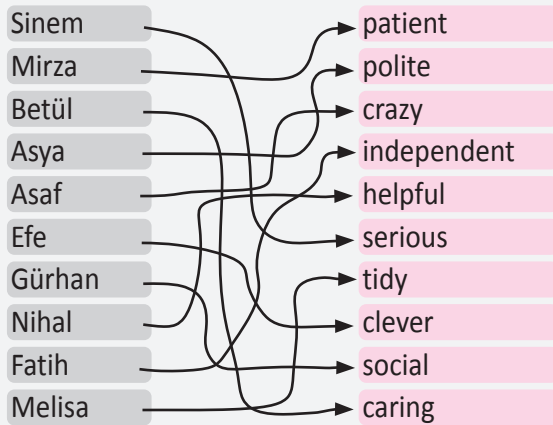
Hello, my name is Yeşim and I want to tell you about my three best friends in class. They all have different personalities. One of my best friends is Elif. She's clever and she's brilliant at maths. Also, she is very organised, so her desk is always tidy. She's a focused student and takes her lessons quite seriously. She's always helpful and often helps me when I can't solve problems. The other one is İbrahim. He's very social, but sometimes he can be a bit crazy! He's independent and has creative ideas for games. He's very active in the playground, but he is sometimes lazy about his homework. He's usually polite, but he can be a little rude when he's angry. The last one is Zeynep. She's a very caring and patient person. She always listens to us carefully and never gets angry. I'm not very good at English, so she often helps me with my homework. She's kind and helpful to everyone. I really like my friends. They are all special to me.



11 Read the text again carefully and write T (True) or F (False). Correct the false statements.

- | | |
|--|--------------------------|
| a. Yeşim has four best friends in her classroom. | ☐ |
| b. Elif is very good at maths. | ☐ |
| c. Elif's desk is always messy. | ☐ |
| d. İbrahim is a very quiet and shy person. | ☐ |
| e. İbrahim is sometimes lazy. | ☐ |
| f. İbrahim is always polite. | ☐ |
| g. Zeynep is a caring and patient person. | ☐ |
| h. Zeynep often gets angry. | ☐ |
| i. Yeşim is bad at English. | ☐ |
| j. Zeynep helps Yeşim with her homework. | ☐ |

12 Follow the lines and find their personality.



13 Read the expressions below and write the correct names in Activity 12.

a. learns and understands quickly _____	b. does fun and unusual things _____	c. likes to talk and be with people _____	d. says "please" and "thank you" _____
e. thinks about other people's feelings _____	f. can wait for a long time without getting angry _____	g. can do things alone _____	h. not joking _____
i. likes to help other people _____		j. keeps things clean and in the right place _____	

14 Write a short paragraph about your friends using the personalities in Activity 9.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

15 Circle the answers and tick (✓) the suitable box for you.

1. We a very big house.

a. has got

b. have got

c. are

2. My grandfather a beautiful garden.

a. is

b. have got

c. has got

• I can express possession.

☐ Yes.

☐ I need more practice.

3. trainers are blue?

a. What

b. Whose

c. When

4. I want to know. jacket is this?

a. Whose

b. Who

c. Where

• I can request information about property, belongings, or association.

☐ Yes.

☐ I need more practice.

5. Hüseyin is than his brother.

a. tall

b. taller

c. the tallest

6. My father is than my mother.

a. older

b. old

c. the oldest

• I can compare two things or people.

☐ Yes.

☐ I need more practice.

7. Zeynep is girl in our classroom.

a. fast

b. faster

c. the fastest

8. Kazım is boy at the sports club.

a. stronger

b. the strongest

c. strong

• I can compare three or more things or people.

☐ Yes.

☐ I need more practice.



Sub-themes

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

Functional Language

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



EBA

1 Write the jobs under the correct pictures. There is an extra one.

- | | | | | |
|-------------|----------------|---------------|--------------|-----------|
| • an author | • a journalist | • a lawyer | • a painter | • a cook |
| • a dentist | • a scientist | • an engineer | • an officer | • a pilot |



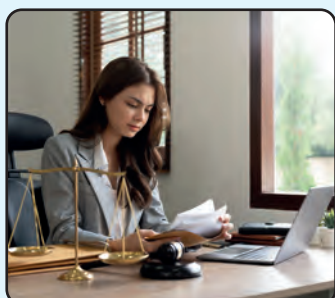
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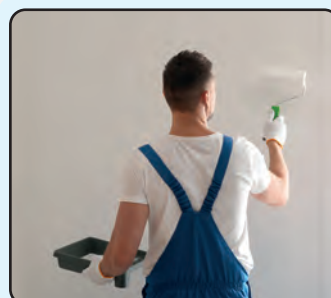
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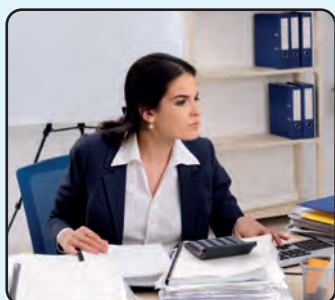
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9

2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



What does your dad do?

He works as an engineer at a factory.



3 Complete the dialogue with the suitable words below. There is an extra one.

boss / furniture / company / journalist / reports / farm / job / entrance / employ

Aylin : What is your dad's (1)?
Ersan : He is a (2) He works for a news company.
Aylin : Is it a big (3)?
Ersan : Yes. There is a big (4) and a lot of offices.
 My dad has got nice (5), a mirror, and a big bookshelf in his office. He loves reading books.
Aylin : My dream job is to be a journalist. What are his job routines?
Ersan : He always gets up early. He reads the daily news while he is having breakfast. When he is in the company, he (6) the news himself.
Aylin : Well, does his boss (7) many people?
Ersan : Yes. My mum and I are visiting my dad and his (8) next Friday. Why don't you join us?
Aylin : That's a great idea.



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

- | | |
|---|--------------------------|
| a. Ersan's dad is a journalist. | ☐ |
| b. Ersan's dad works at a factory. | ☐ |
| c. Aylin's dream job is to be a boss. | ☐ |
| d. Ersan's dad reports the news himself at the company. | ☐ |
| e. Aylin is visiting Ersan's dad next Friday. | ☐ |

5 Place the phrases into the correct category.

a factory / a lawyer / to paint / a cook / a painter / a restaurant / a journalist / an office
 an author / to report / a company / to employ / to write / an employer / to cook / a boss

JOBS	
JOB ROUTINES	
JOB PLACES	

6 Talk about the chart in Activity 5 in pairs.

e.g.



What does an employer do?

She/He employs employees.



7 Circle the odd one out.

a. a director	a boss	a report
b. employ	an employer	an employee
c. a lawyer	a factory	a manager
d. earn	a restaurant	an office
e. a businessman	a detective	a company
f. a pillow	an apartment	a blanket
g. a refrigerator	downstairs	upstairs
h. furniture	a drawer	strict
i. an entrance	an assistant	floor
j. a key	a carpet	a soldier

8 Find the words you circled in Activity 7 in the puzzle.

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

9 Complete the sentences with the words from the puzzle.

- The manager writes a/an every Friday.
- My dad works in a car They make cars.
- We live in a/an
- My uncle works as a/an in the army.
- There is a big in our kitchen.

10 Read the dialogue and circle the correct option. Then check them in pairs.

Arzu : What is your dream job, Hazan?

Hazan: I **want** / **wanting** to be a designer. One of my dad's friends is a designer. I **meets** / **am meeting** him in his gallery next week.

Arzu : Great! Is there an exhibition there?

Hazan: Yes. The opening ceremony **starts** / **starting** at 11 o'clock next Saturday morning. What about joining me?

Arzu : Why not?

Hazan: What job **do** / **does** you want to do in the future?

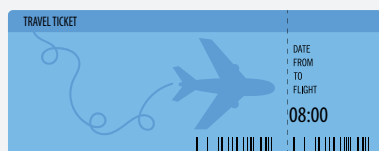
Arzu : An author. I like reading and writing. I **visits** / **am visiting** the book festival next Sunday. I **am also attending** / **attends** my favourite author's talk. I am excited.

11 Write a dialogue similar to the one in Activity 9 in pairs. Share it with your friends.

12 Write your weekend plans on the chart. Then talk about your plans in pairs.

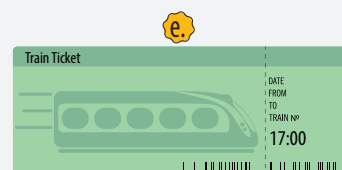
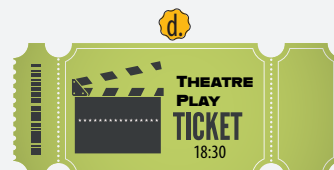
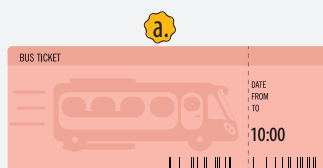
My Weekend Plans			
Saturday		Sunday	
Morning	e.g. have an English course	Morning	
Afternoon		Afternoon	
Evening		Evening	

13 Look at the tickets and talk about them.



e.g.

The plane leaves at 8 a.m.



14 Combine the sentences.

e.g.	The cook prepares the food. The guests arrive.
	The cook prepares the food when the guests arrive.
a.	I will wait for you outside. You are in the meeting.
	 while
b.	We are designing our new apartment. My grandpa is in the garden.
	When
c.	Where are you staying? You are in London.
	 when
d.	She is moving to her new house. Her parents are decorating the rooms.
	 while
e.	My grandpa is farming in the farmhouse. I am helping him.
	While

15 Circle the correct expressions. Then check them in pairs.

- The reporter is introducing **herself** / **myself** to the audience.
- The engineers are building the apartment by **ourselves** / **themselves**.
- I am choosing my new youth room set by **yourself** / **myself** tomorrow.
- The company is employing many people by **itself** / **himself** next Monday.
- We are earning money by **yourselves** / **ourselves** at the office today.
- Is Albert buying a bookshelf and a carpet by **himself** / **herself**?

16 Write sentences with the verbs and time expressions below. Then share them with your friends.

Verbs	to report / to employ / to earn / to farm / to move / to decorate / to work
Time Expressions	now / at the moment / right now / every day / always / once a week

e.g. My dad is reporting the news now.

-
-
-
-
-
-

17 Read the text quickly and complete the text with the phrases from the to-do list. There is an extra phrase.

TO DO LIST

- a. organising the presents
- b. cooking delicious meals
- c. doing homework
- d. designing the party room
- e. buying drinks and food

Hello, I am Hakan. We are preparing for the celebration now. We are celebrating my family members' new jobs and our new apartment next Sunday. My aunt's new job is as a reporter at a company. She is starting to report the news next week. My brother is flying by himself for the first time next Tuesday. His plane to Istanbul takes off at 9:20 p.m. He is starting his job with the Turkish Air Force as a pilot next week.

My mum is writing to-do lists for all of us. My sister and I are (1) by ourselves. We need some decorations like balloons, lights, and banners. My dad is a manager in a supermarket. He is (2) there. My grandparents are cooks. They are (3) themselves at a restaurant. We are lucky. My mum is (4) She is a designer. She sometimes designs presents for us. She always chooses the best presents for each of us.

18 Read the text again and write the jobs you find in the text.

a. b. c.
 d. e.

19 Read the text carefully and answer the questions.

- a. What are Hakan and his family celebrating next Sunday?
- b. When is Hakan's aunt starting her new job?
- c. What time does the plane take off?
- d. What does Hakan's dad do?
- e. Where do Hakan's grandparents work?

20 Write about your family's to-do list for next week, similar to the one in Activity 16.

21 Circle the answers and tick (✓) the suitable box for you.

1. We to a new apartment next week.

a. am moving

b. is moving

c. are moving

2. My mum the news tomorrow evening.

a. are reporting

b. is reporting

c. am reporting

• I can talk about planned future events or arrangements.

☐ Yes.

☐ I need more practice.

3. The plane to London off at 9:15 tomorrow morning.

a. takes

b. take

c. taking

• I can express scheduled or regular events in the future.

☐ Yes.

☐ I need more practice.

4. The cook prepares the food the guests arrive.

a. who

b. when

c. which

• I can describe actions or events that happen at the same time or one after the other.

☐ Yes.

☐ I need more practice.

5. I will wait for you outside you are in the meeting.

a. while

b. where

c. how

• I can describe actions or events that happen at the same time or one after the other.

☐ Yes.

☐ I need more practice.

6. job do you prefer, a pilot or a lawyer?

a. Who

b. How

c. Which

• I can ask for specific information or make distinctions.

☐ Yes.

☐ I need more practice.

7. The reporter is introducing to the audience

a. herself

b. myself

c. themselves

• I can emphasise that the subject and object of an action are the same.

☐ Yes.

☐ I need more practice.



Sub-themes

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

Functional Language

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



EBA

1 Write the words/phrases under the correct pictures. There is an extra one.

- | | | | | |
|--------------|----------------|-------------|-------------|--------------------|
| • a wheel | • an overpass | • a railway | • a wedding | • an audience |
| • a musician | • a motorcycle | • a van | • a sign | • public transport |



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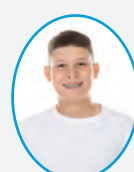
2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



How do you get to school?

I take the underground.



3 Categorise the words/phrases into the correct table.

an audience / to cross / a musician / a ride / jazz / a vehicle / to organise
an underpass / a platform / driving / a wedding / public transport
to celebrate / a direction / pleased / an overpass

Festivals in the neighbourhood and city	Transportation in the neighbourhood and city
.....	
.....	
.....	
.....	

4 Talk about festivals and transportation in your neighbourhood and city in pairs. Use the words/phrases in Activity 3.

e.g.

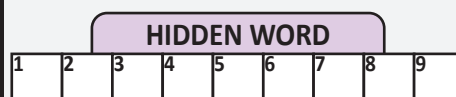
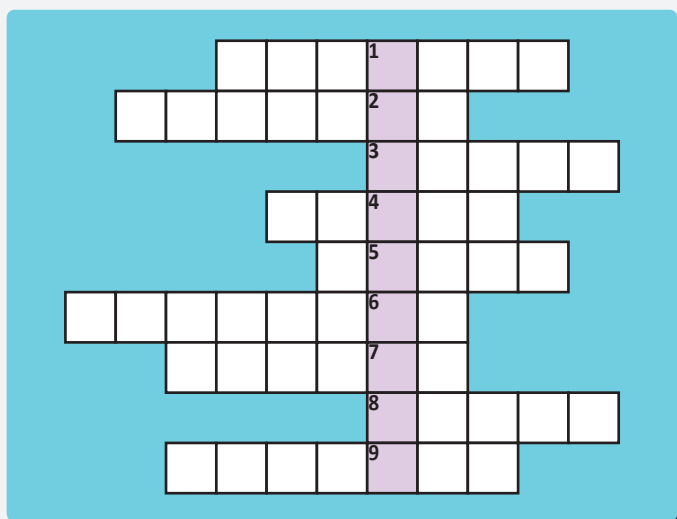


There was a wedding. We went there by public transport.

5 Match the definitions with the words. Then do the puzzle and find the hidden words. There is an extra one.

1. to entertain an audience by playing music or acting
2. full of people
3. to move on skates
4. to be in time for and get on a bus, train, or plane
5. feeling that you would like to sleep or rest
6. having the skill and ability to produce something new
7. enjoying spending time with other people
8. connected with a particular place or area
9. feeling happy about something

- ☐ a. creative
- ☐ b. tired
- ☐ c. perform
- ☐ d. social
- ☐ e. musician
- ☐ f. crowded
- ☐ g. catch
- ☐ h. local
- ☐ i. pleased
- ☐ j. skate



6 Complete the text with the words below. There is an extra one.

rushed / crowded / train / sign / wedding / tired / underground / vehicles

We went to a (1) yesterday. There was a traffic jam because of the rain. So, we tried to take the (2) We passed a (3) showing the direction to the underground station. There were many (4) on the road, such as vans, lorries, motorcycles, and cars. We walked along the street and (5) to the station. The underground was (6) But we were pleased when we were finally on the (7)

7 Read the text quickly and write the means of transport in the text.

a.

b.

c.

d.

e.

f.

8 Read the text and answer the questions below.

- a. When did they go to the wedding?
- b. Why was there a traffic jam?
- c. What did they try to take?
- d. What kind of vehicles were there on the road?
- e. How did they feel when they got on the underground?

9 Choose the correct option. Then check them in pairs.

My friends and I (1) **was / were** at the sports festival yesterday. The weather (2) **was / were** sunny. There (3) **was / were** a lot of people. It (4) **was / were** crowded, but we (5) **was / were** pleased with the competitions and meals. Competitions (6) **was / were** exciting. There (7) **was / were** a pop concert. It (8) **was / were** amazing.

10 Make the sentences in Activity 9 negative. Then check the answers in pairs.

e.g. My friends and I weren't at the sports festival yesterday.

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

11 Write short answers to the questions according to the text in Activity 9.

- | | |
|---|---------|
| a. Was the weather rainy? | → |
| b. Were there a lot of people? | → |
| c. Was it crowded? | → |
| d. Were they pleased with the festival? | → |
| e. Were competitions boring? | → |
| f. Was there a jazz concert? | → |

12 Make question tags. Then check them in pairs.

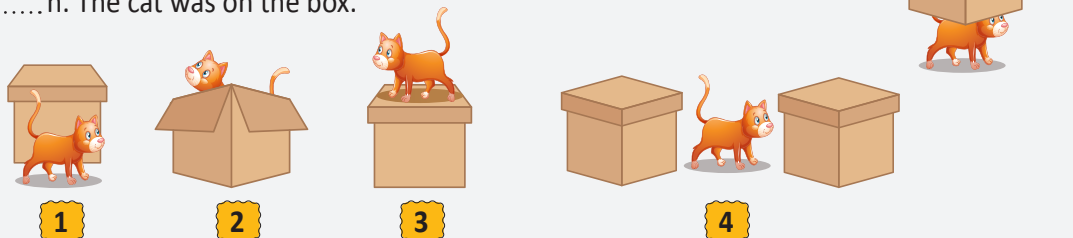
- There wasn't any parking in front of the apartment,?
- The festival was amazing,?
- There weren't many people at the wedding,?
- The directions were clear at the Techno Fest,?
- Erdem was behind me in the theatre line,?

13 Choose the correct option. Then check them in pairs.

Yesterday was a busy day. I enjoy **listening / to listen** to rock music at festivals. I also love playing the electric guitar. But my dad organised a jazz concert at the music festival yesterday. I wanted **to help / helping** him because they planned **raising / to raise** money for the jazz performers. We finished **to prepare / preparing** the songs. Later, we practised **playing / to play** instruments together. We hoped **performing / to perform** our best concert on the festival day.

14 Match the pictures with the sentences. There is an extra one.

- The cat was behind the box.
- The cat was at the box.
- The cat was between the boxes.
- The cat was in front of the box.
- The cat was in the box.
- The cat was next to the box.
- The cat was under the box.
- The cat was on the box.



15 Read the text and choose the correct options to complete it.

Fatih was (1) holiday with his family (2) Fethiye last summer. They went to Ölüdeniz (3) car. They stopped (4) a supermarket (5) a gas station. They swam (6) the sea. They also had a picnic (7) a big tree. There was a big ship (8) the sea. A small boat was (9) the ship.

- | | | |
|-------------------|----------------|------------|
| 1. a. on | b. among | c. next to |
| 2. a. under | b. in | c. onto |
| 3. a. at | b. out of | c. by |
| 4. a. into | b. at | c. through |
| 5. a. under | b. near | c. between |
| 6. a. in | b. behind | c. next to |
| 7. a. for | b. on | c. under |
| 8. a. beside | b. in front of | c. on |
| 9. a. in front of | b. between | c. under |

16 Look at the picture and guess what the text is about.

17 Read the text quickly and underline the words/phrases you don't know. Then check them with your teacher.

Hello, I am Ava. I live in a small and nice neighbourhood. I was in my cousin's neighbourhood two days ago. It was bigger and more crowded. There was an art festival near her apartment. When I went there on foot, I saw crowded public transport, like a tram and buses. They moved slowly over the overpass and through the underpass. Many people rushed to take the underground that links the neighbourhood directly to the city centre.

The festival and artworks were creative and amazing. Local directors organised it to raise money for young artists. There were young artists drawing pictures, and there was a rap concert. After the concert, we walked past the stands and took some photos. We were tired but pleased with the festival.



18 Read the text in pairs as a jigsaw. Talk about your paragraph in pairs.

19 Colour the words/phrases about transportation in red and the words/phrases about the festival in blue according to the text.

a rap concert	crowded	on the way	to practise
on foot	public transport	to organise	a tram
slowly	pleased	an overpass	tired
an underpass	to rush	to walk past	the underground
to link	creative	local	buses

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

- | | |
|---|--------------------------|
| a. Ava's neighbourhood is small and nice. | ☐ |
| b. Ava's cousin lives in a big and crowded neighbourhood. | ☐ |
| c. Public transport moved fast over the overpass and through the underpass. | ☐ |
| d. The bus links the neighbourhood directly to the city centre. | ☐ |
| e. The festival and artworks were creative and amazing. | ☐ |
| f. Ava and her cousin walked past the stands before the concert. | ☐ |

21: Read the text carefully and match the questions with the answers. There is an extra one.

- | | | |
|--|--------------------------|--|
| a. When was Ava in her cousin's neighbourhood? | ☐ | 1. They felt tired but pleased about the festival. |
| b. Why was Ava in her cousin's neighbourhood? | ☐ | 2. Because they tried to take the underground. |
| c. What did Ava see when she went there on foot? | ☐ | 3. It links the neighbourhood straight to the city centre. |
| d. Why did people rush? | ☐ | 4. Because there was an art festival. |
| e. Why did local directors organise the art festival? | ☐ | 5. She saw crowded public transport. |
| f. How did Ava and her cousin feel about the festival? | ☐ | 6. She was in her cousin's neighbourhood two days ago. |
| | | 7. Because they wanted to raise money for young artists. |

22: Read the dialogue and make similar dialogues about the festivals and events in your city.

e.g.



What kind of festivals or events do you like?

I like sports festivals and events.



23: Write about an event or a festival in your neighbourhood or city, similar to the one in Activity 17. Answer the following questions in your text. Then share it with the class.

- | | |
|-------------------------------|---------------------------|
| a. What kind of event was it? | b. When was it? |
| c. Why did you go there? | d. How did you get there? |
| e. Who did you go with? | f. How did you feel? |

.....

.....

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24 Circle the answers and tick (✓) the suitable box for you.

1. The train late yesterday because of the rain.
a. was b. were c. did
2. The guests pleased with the meals.
a. was b. were c. did

• I can describe past events, states, or conditions.
☐ Yes. ☐ I need more practice.

3. A : did the lorry cross the overpass? B : Two hours ago.
a. What b. Why c. When

• I can ask time-related information about events, actions, or situations.
☐ Yes. ☐ I need more practice.

4. A : did they organise the music festival? B : Because they tried to raise money.
a. Where b. Why c. When

• I can ask for reasons.
☐ Yes. ☐ I need more practice.

5. I enjoy to jazz music at festivals. We planned money for the jazz performers.
a. listening / to raise b. to listen / raising c. listening / raising

• I can talk about likes, dislikes, plans, and actions.
☐ Yes. ☐ I need more practice.

6. There weren't many people at the wedding,?
a. weren't there b. were there c. was there

• I can confirm or seek agreement about past events or states.
☐ Yes. ☐ I need more practice.

7. The truck stopped the railway crossing.
a. between b. under c. near

• I can describe the location and time of objects, people, or events.
☐ Yes. ☐ I need more practice.



Sub-themes

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

Functional Language

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



EBA

1 Write the words/phrases under the correct pictures. There is an extra one.

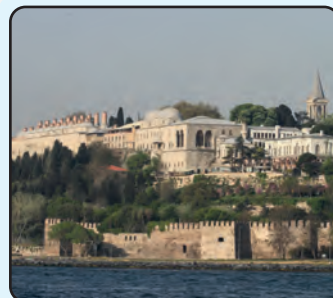
- | | | | | |
|---------------|-------------|-------------|------------|--------------------|
| • street food | • a cuisine | • a dessert | • a flag | • a competition |
| • to heat | • a country | • sour | • a family | • a historic place |



1



2



3



4



5



6



7



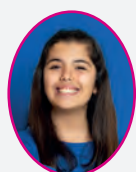
8



9

2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



Which country do you want to travel to?

I want to travel to Germany.



3 Complete the chart.

COUNTRY	NATIONALITY	LANGUAGE
Türkiye	.....	Turkish
.....	English	English
Germany	.....	German
.....	Austrian	Austrian/German
Greece	Greek	.....
.....	Polish	Polish
.....	Danish	Danish
Belgium	.....	Dutch/French/German
The Netherlands	.....	.....
.....	Swedish	Swedish
India	Indian	.....
Spain	.....	Spanish
.....	Italian	Italian

4 Talk about the chart in Activity 2 in pairs.

e.g.



Which country would you like to travel to?

I 'd like to travel to Germany and Italy.



5 Talk about the countries, nationalities, and languages in pairs.



Selim - Türkiye



What nationality is Selim?

Which language does Selim speak?

He is Turkish.

He speaks Turkish.

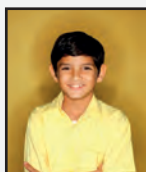


a.



Hans - Germany

b.



Carlos - Spain

c.



Diya - India

d.



Anna - Sweden

6 Find the words in the puzzle. There is an extra one.

government	Q	U	M	T	G	O	V	E	R	N	M	E	N	T	N
heritage	U	P	I	O	W	O	R	T	H	P	B	Z	Z	D	A
tradition	S	M	Q	L	E	N	U	W	N	Q	J	S	S	R	T
nation	T	D	M	A	P	P	E	T	I	S	E	R	I	Y	I
gorgeous	B	E	B	M	G	I	F	S	U	V	P	O	N	Z	O
dumplings	Z	D	O	G	O	R	G	E	O	U	S	C	G	T	N
ingredient	M	L	T	R	A	D	I	T	I	O	N	I	R	B	D
appetiser	M	C	C	Y	O	H	E	A	T	Y	B	I	E	S	U
dry	Y	R	X	G	H	E	R	I	T	A	G	E	D	C	M
crispy	K	I	D	M	Q	Z	Q	M	V	A	X	I	I	W	P
heat	Q	S	A	P	L	W	N	P	E	P	O	N	E	F	L
worth	Z	P	M	R	U	G	G	Q	X	Y	Q	E	N	I	I
incredible	U	Y	O	F	V	I	L	R	I	T	X	A	T	V	N
	J	W	K	Q	T	Z	J	Q	Q	Z	K	M	S	F	G
	X	K	V	W	O	U	A	J	I	S	F	B	B	J	S

7 Match the words in Activity 6 with their definitions. There is an extra one.

- | | | |
|---------------|--------------------------|---|
| a. ingredient | ☐ | 1. a particular system or method of controlling a country |
| b. appetiser | ☐ | 2. served with potato |
| c. worth | ☐ | 3. a small ball of dough |
| d. nation | ☐ | 4. a small amount of food or a drink |
| e. government | ☐ | 5. one of the foods used to make a dish |
| f. dumplings | ☐ | 6. all the people in a country |
| g. to heat | ☐ | 7. used to recommend the action because you think it may be useful, pleasant |
| h. to dry | ☐ | 8. very beautiful and attractive |
| i. tradition | ☐ | 9. the history, traditions, buildings and objects that a country or society has |
| j. crispy | ☐ | 10. to make something dry |
| k. gorgeous | ☐ | 11. (of food) pleasantly hard and dry |
| l. heritage | ☐ | 12. to make something hot or warm |
| | | 13. a belief, custom or way of doing something |

8 Complete the dialogue with the suitable words below. There is an extra one.

dumplings / everywhere / Belgium / street food / nowhere
flavourful / English / yesterday / languages

Betty : Hello, Henry. What's up?
Hakan : I am tired. I was busy (1)
Betty : Why were you busy?
Hakan : I had guests from (2)
Betty : Well, Belgian people speak three (3):
Dutch, French, and German. Which language did you
speak with them?
Hakan : We spoke (4)
Betty : Did you go to the (5) festival?
Hakan : Yes, we did. (6) was full of food stalls.
We enjoyed the delicious cuisine. What about you?
Betty : I was there with my family. We also tasted
(7) dishes.
Hakan : My favourites were (8) and crunchy
appetisers. They were worth trying.



9 Read the dialogue quickly and write the languages you found.

a. b.
c. d.

10 Read the dialogue again and circle the words/phrases about the food festival in the dialogue.

appetisers street food historic delicious food stalls taste official traditions
crunchy foreign cuisine dish capital country flavourful dumplings flag

11 Read the dialogue carefully and answer the questions below.

- Who had a busy day?
- Where did Hakan's guests come from?
- Which people speak three languages?
- What did Hakan and his guests enjoy at the food festival?
- What was worth trying?

12 Complete the sentences with the words/phrases in Activity 10.

- Turkish is red and white.
- We visited places in İstanbul such as Topkapı Palace and Hagia Sophia Grand Mosque.
- Türkiye is a beautiful country. Its is Ankara.
- Yiğit can speak three: German, Italian, and French.
- They experienced Italian last week. They attended festivals and wedding ceremonies.

13 Circle the odd one out.

a. Türkiye	England	French
b. Spain	Danish	Polish
c. appetiser	sour	dessert
d. incredible	gorgeous	cuisine
e. to heat	to experience	to dry
f. The Netherlands	Italian	India
g. spicy	pasta	dumplings
h. competition	crunchy	crispy
i. Germany	Austria	Swedish

14 Imagine you had the best weekend ever. Write what you did for each part of the day in the chart.

Saturday		Sunday	
Morning	e.g. I visited my aunt and had breakfast with my cousins.	Morning	
Afternoon		Afternoon	
Evening		Evening	

15 Work in pairs. Ask and answer about the chart in Activity 13.

e.g.



What did you do on Saturday morning?

I visited my aunt and had breakfast with my cousins.



16 Complete the sentences with the correct form of the verbs in brackets.

- I (experience) street food in the food stalls in Spain last week.
- The chef (dry) these herbs and fruits last summer.
- My mum (heat) the soup and I ate it two hours ago.
- We (enjoy) sour and crunchy chicken in the Indian restaurant last night.
- My aunt (order) a homemade dessert an hour ago.
- They (travel) to Austria last month.
- Ela and her friends (taste) Italian dishes when they were in Italy.

17 Put the words and phrases in the correct order to ask questions.

- in a gorgeous hotel / they / by the sea / stay / last summer / did / ?
.....
- in Poland / see / did / historic places / Alex / ?
.....
- the capital of Denmark / did / go to / you / ?
.....
- did / taste / when she was in England / English dishes / your mum / ?
.....
- did / in the Turkish Republic of Northern Cyprus / visit / last weekend / where / you / ?
.....

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

Hello, I am Ceren. I work as a chef in a restaurant and also enjoy experiencing traditional cuisines. I tried three of them at the food festival yesterday. First, I tasted a high-quality croissant from French cuisine that a famous French chef prepared and served. Second, a German chef cooked delicious dumplings. Third, I ate an Italian appetiser, bruschetta with tomato, basil, and olive oil. All of them were worth trying.



Hi, I am Emirhan. I like travelling to different countries. I visited three capitals last month. First, I was in Warsaw, the capital of Poland. My Polish friends prepared some traditional main courses for me. Second, I went to Copenhagen, the capital of Denmark. I tried their homemade rye bread, and it was incredible. Finally, I travelled to London, the capital of England. I visited historic places like the Tower of London and Buckingham Palace. I also enjoyed the famous traditional dish, fish and chips, and they were crispy and flavourful.

19 Read the speeches in pairs as a jigsaw. Then talk about your part in pairs.

20 Tick (✓) the countries Ceren and Emirhan talk about.

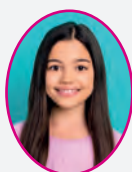
	France	England	Germany	Poland	Italy	Denmark
Ceren						
Emirhan						

21 Read the speeches and write T(True) or F(False). Correct the false sentences.

- | | |
|---|--------------------------|
| a. Ceren experienced traditional cuisines at the food festival. | ☐ |
| b. A famous French chef prepared dumplings. | ☐ |
| c. Ceren tasted an Italian dessert, bruschetta with tomato, basil, and olive oil. | ☐ |
| d. Emirhan's Polish friends prepared some traditional main courses. | ☐ |
| e. Emirhan tried the Danish homemade rye bread in Denmark. | ☐ |
| f. Emirhan travelled to London, the smallest city of England. | ☐ |

22 Talk about traditional dishes from different countries you know in pairs.

e.g.



I tried "hellim" cheese. It is famous in the Turkish Republic of Northern Cyprus. I liked it.

I want to try Belgian chocolate. I hear it's high-quality.



23 Write about your food traditions and your experiences with different cuisines. Then share it with the whole class.



24 Circle the answers and tick (✓) the suitable box for you.

1. We the delicious cuisine at the street food festival yesterday.
a. enjoyed b. enjoy c. enjoying
2. I the culture and street food in Spain last summer.
a. don't experience b. didn't experience c. doesn't experience
3. you the soup ten minutes ago?
a. Did/heated b. Did/heating c. Did/heat

• I can express actions, events, or situations that started and finished at a specific time in the past.

☐ Yes. ☐ I need more practice.

4. You learned Dutch, French, and German in Belgium,?
a. did you b. didn't you c. were you
5. Sam and his friends didn't enjoy the main course,?
a. did they b. didn't they c. were they

• I can confirm information or ask for agreement about past actions.

☐ Yes. ☐ I need more practice.



Sub-themes

- Activities in nature
- Environmental problems in the world and solutions

Functional Language

- Expressing actions, events, or situations that started and finished at a specific time in the past
- Confirming information or asking for agreement about past actions
- Expressing strong obligation or necessity, often related to rules, responsibilities, or urgent actions



EBA

1 Write the words/phrases under the correct pictures. There is an extra one.

- | | | | | |
|------------|-----------|-------------------|------------|--------------|
| • to plant | • to camp | • to ride a horse | • rafting | • climbing |
| • smoke | • sailing | • snowboarding | • to cycle | • to recycle |



1



2



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4



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6



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8



9

2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



What is your favourite free time activity?

I like cycling. I think it is good for health.



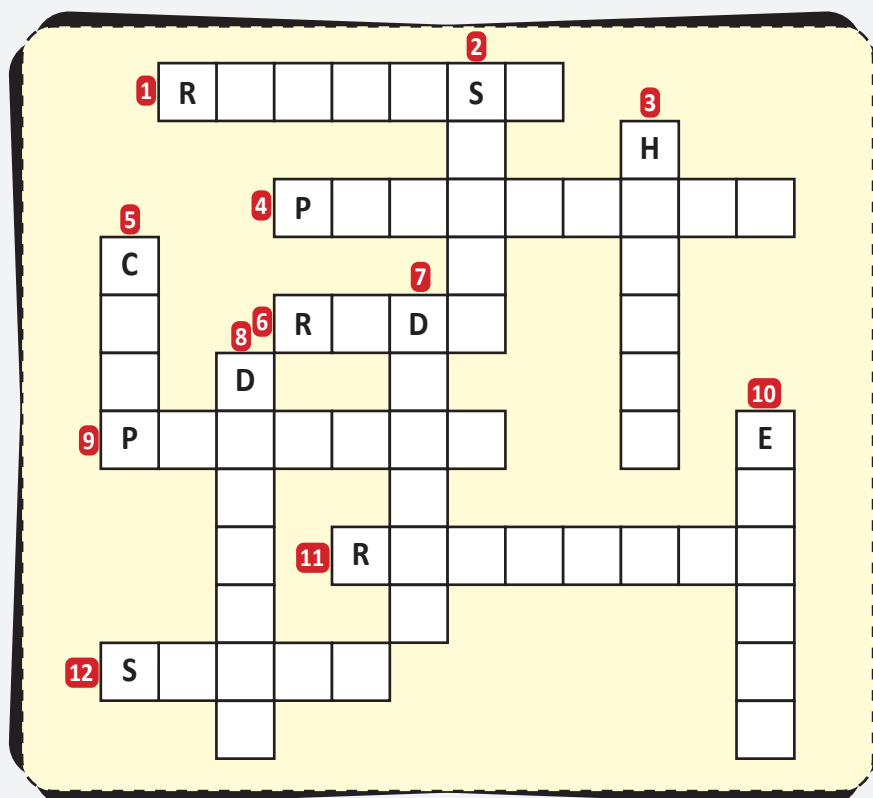
3 Solve the crossword puzzle.

Down ↓

2. to find an answer to a problem
3. walking for a long time in the mountains or nature
5. to sleep in a tent
7. the possibility of harm
8. to break something completely
10. power for lights, cars, and houses

Across →

1. things you do not want and put in the bin
4. dirty air, water, or land
6. to sit on a bicycle or a horse and travel
9. to stop something from happening
11. things you can use many times
12. the grey cloud from fire



4 Match the actions with the correct definitions. There is an extra definition.

- | | | |
|---------------|--------------------------|--|
| a. to fish | ☐ | 1. to travel on water in a boat or ship |
| b. to ski | ☐ | 2. to keep someone or something safe |
| c. to protect | ☐ | 3. to make something smaller or less |
| d. to sail | ☐ | 4. to become bigger or more |
| e. to reduce | ☐ | 5. to try to catch fish |
| | | 6. to slide down the hill on the snow using skis |

5 Look at the pictures and complete the sentences using the correct form of the verbs in the box. There is an extra one.

Mustafa and his friends joined a seven-day summer camp last summer. They enjoyed being in nature. Here are the activities they did there.



1. They in a beautiful forest.
2. They on the first day.
3. They in the lake on the second day.
4. They trees on the third day.
5. They in the forest on the fourth day.
6. They on the lake on the fifth day.
7. They horses on the sixth day.
8. They some fruits on the last day.

- plant
- ride
- sail
- run
- cycle
- pick
- ski
- camp
- fish

6 Complete the sentences as in the example.

e.g.



Mr Demir ran for an hour, **didn't he?**

- a. Harun ate an apple in the break,?
- b. Berrin didn't go to the park yesterday,?
- c. Seher saw a big dog in the garden,?
- d. Hülya took a photo of the mountain,?
- e. Your parents came to house late,?
- f. Melih didn't have a bicycle when he was young,?
- g. Semra bought a new book at the shop,?
- h. We drank some water after we ran,?
- i. My brother wrote a letter to his friend,?
- j. Students ran to the bus stop this morning,?

7 Choose the correct option.

1. We protect the forests.

a. must

b. mustn't

c. don't have to

2. We throw rubbish on the ground.

a. have to

b. mustn't

c. don't have to

3. We work against pollution.

a. mustn't

b. has to

c. have to

4. You buy a new bottle; you can use a reusable one.

a. must

b. don't have to

c. doesn't have to

5. We waste water.

a. has to

b. don't have to

c. mustn't

6. We save energy by turning off the lights.

a. must

b. has to

c. don't have to

7. She throw that away, she can recycle it.

a. don't have to

b. must

c. doesn't have to

8. We remove the rubbish from the beach.

a. mustn't

b. have to

c. has to

9. We reduce the amount of rubbish we produce.

a. has to

b. mustn't

c. must

10. They use new paper every time; they can use both sides.

a. don't have to

b. doesn't have to

c. must

8 Complete the sentences as in the example.

e.g. I usually **drink** milk at breakfast, but I **drank** tea yesterday.

a. We often go to cinema, but we to the theatre last week.

b. They usually do origami, but they a puzzle in the last lesson.

c. I often take the bus to school, but I a taxi yesterday.

d. I usually write emails, but I a letter last weekend.

e. We see our cousins on Friday, but we them on Monday last week.

9 Read the text quickly and write a title.

Pollution is a major problem for our planet. Pollution destroys the balance of nature. This is a big danger for animals and people. There is too much rubbish in the parks and oceans. Much of this rubbish is plastic, like bottles and bags. Also, cars and factories make too much smoke. This smoke increases the temperature in the atmosphere. We need to solve these problems. So, what can we do? We must protect our planet. We can reduce the rubbish. We should recycle paper, glass, and plastic. We can also replace plastic bags with reusable ones. It is important to save energy by turning off the lights. Everyone must do something to prevent pollution. We need to realise that our actions are important. When we all try a little, we can make the world a better place and we can prevent more damage. Let's start today!



10 Read the text again carefully and write T (True) or F (False). Correct the false statements.

- | | |
|---|--------------------------|
| a. Pollution is a problem for our planet. | ☐ |
| _____ | |
| b. Pollution helps the balance of nature. | ☐ |
| _____ | |
| c. Rubbish is a problem only in parks. | ☐ |
| _____ | |
| d. Much of the rubbish in the ocean is plastic. | ☐ |
| _____ | |
| e. Smoke from cars and factories cools the air. | ☐ |
| _____ | |
| f. We should recycle paper, glass, and plastic. | ☐ |
| _____ | |
| g. The text says we should use more plastic bags. | ☐ |
| _____ | |
| h. Turning off the lights is a way to save energy. | ☐ |
| _____ | |
| i. Only some people need to work against pollution. | ☐ |
| _____ | |
| j. Our actions are not important for the planet. | ☐ |
| _____ | |

11 Write the actions into the correct category.

1. Recycling paper, plastic, and glass
2. Throwing rubbish on the ground
3. Reducing the amount of rubbish we produce
4. Using too many plastic bags and bottles
5. Destroying forests by cutting down trees
6. Using reusable bags instead of plastic ones
7. Leaving lights on and wasting energy
8. Saving energy by turning off the lights
9. Protecting forests and animals
10. Not recycling our waste
11. Removing rubbish from parks and beaches
12. Wasting energy at homes
13. Walking or cycling to reduce smoke from cars
14. Using cars for very short distances
15. Working against pollution by planting trees
16. Wasting water

Good for the environment

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Bad for the environment

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12 Write a short paragraph about protecting nature using the actions in Activity 10.

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.....

13 Circle the answers and tick (✓) the suitable box for you.

1. Yesterday, we all the plastic bottles in our house.
a. recycled b. recycles c. are recycling
2. Many people to remove the rubbish from the beach last year.
a. helps b. will help c. helped
3. Mr Sorgun more than a hundred trees in the last five years.
a. is planting b. planted c. will plant

• I can express actions, events, or situations that started and finished at a specific time in the past.

☐ Yes. ☐ I need more practice.

4. You turned off the lights when you left the room,?
a. did you b. didn't you c. don't you
5. They didn't recycle the plastic bottles after the party,?
a. didn't they b. did they c. do they
6. The students camped in a forest near a lake,?
a. didn't they b. did they c. don't they

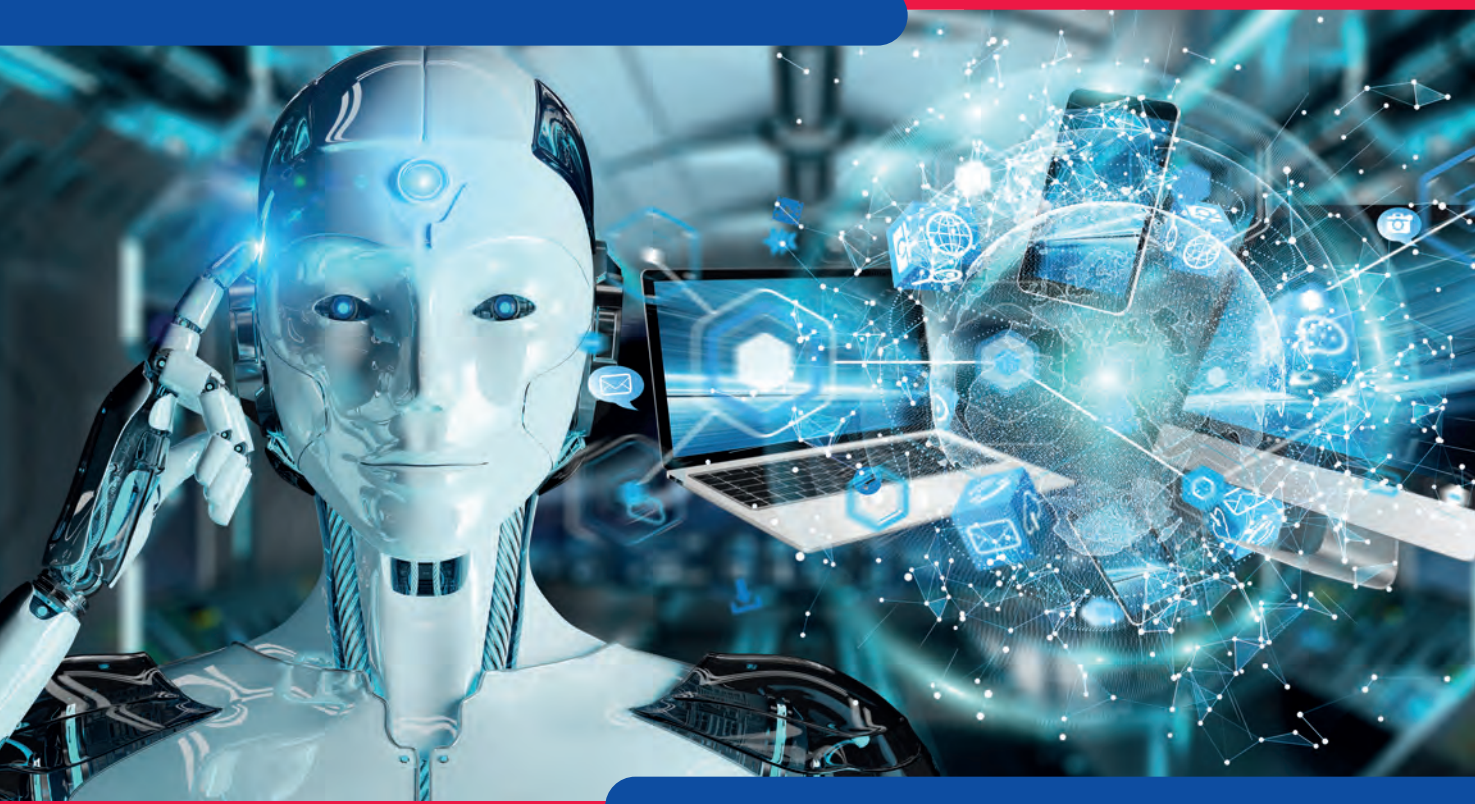
• I can confirm information or ask for agreement about past actions.

☐ Yes. ☐ I need more practice.

7. We protect forests and oceans.
a. don't have to b. mustn't c. must
8. People recycle plastic, paper, and glass.
a. have to b. don't have to c. has to
9. We reduce plastic waste to protect marine life.
a. mustn't b. has to c. must

• I can express strong obligation or necessity, often related to rules, responsibilities, or urgent actions.

☐ Yes. ☐ I need more practice.



Sub-themes

- Planets and the Earth as a planet
- Life on Earth in the future

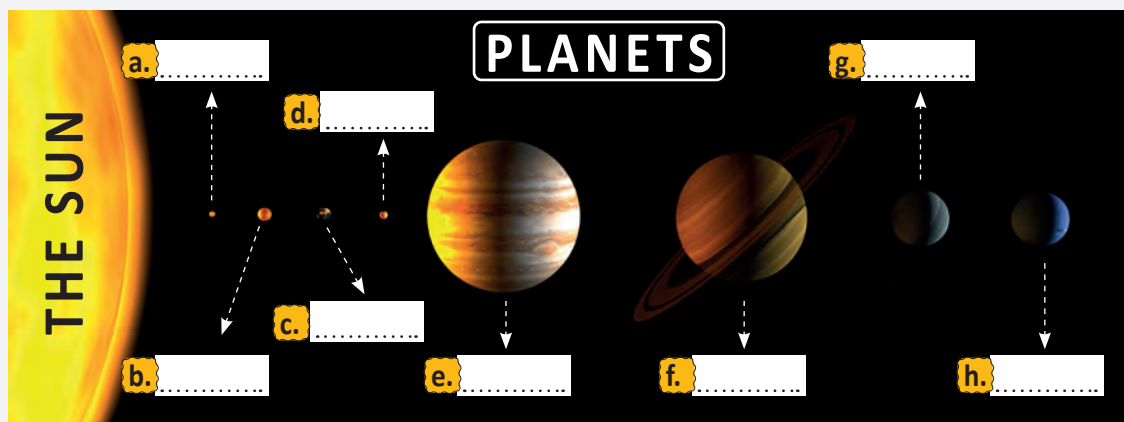
Functional Language

- Expressing future plans, intentions, or something that is likely to happen based on present evidence
- Expressing predictions about what might happen in the future
- Confirming information or asking for agreement in a sentence about the future



EBA

1 Write the names of the planets.



2 Write the weather conditions under the correct pictures. There is an extra one.

a tornado / a drought / lightning / sunny / a blizzard / a hurricane / a flood



1



2



3



4



5



6

3 Make a dialogue using the words/phrases in Activity 2 in pairs.

e.g.



The weather forecast says there will be a blizzard next week.



A blizzard? I think we must get ready for it.

4 Find the hidden words in the chart.

expert	I	N	V	E	N	T	T	H	E
purpose	E	F	U	T	A	L	I	V	E
source	X	U	S	O	U	R	C	E	R
distance	P	E	P	U	R	P	O	S	E
hope	E	D	I	S	T	A	N	C	E
visible	R	W	I	L	L	B	E	B	X
predict	T	P	R	E	D	I	C	T	I
alive	R	V	I	S	I	B	L	E	S
invent	I	H	O	P	E	G	H	T	T
exist									

5 Write the unused letters in the chart to find the hidden message.

6 Write simple sentences using the words.

expert	:	e.g. My uncle is a car expert.	.
purpose	:	_____	.
source	:	_____	.
distance	:	_____	.
hope	:	_____	.
visible	:	_____	.
predict	:	_____	.
alive	:	_____	.
invent	:	_____	.
exist	:	_____	.

7 Unscramble the letters and write the extreme weather conditions.

a. denthur	:	_____	e. mrots	:	_____
b. thingnilg	:	_____	f. oodnart	:	_____
c. doolf	:	_____	g. zardzibl	:	_____
d. ghtroud	:	_____	h. rriuhnace	:	_____

8 Complete the sentences as in the examples.

e.g.



I have a plan for tomorrow. I **am going to** visit my grandparents.



Today the weather is nice, but I think it **will** be cold tomorrow.

- a . Don't worry, be positive. Everything be okay soon.
- b . Look at the sky! Can you see the dark clouds? It rain.
- c . Let's watch this movie. I'm sure you like it.
- d . She has her ticket. She travel to London.
- e . I think our teamwin the game.
- f . Be careful! The cup is on the corner of the desk. You drop it!
- g . This bag looks heavy. I help you carry it.
- h . It's getting dark. I turn on the light.
- i . We bought eggs and flour. We make a cake.
- j . We are having a picnic tomorrow. I hope it be sunny.
- k . I can't come with you after school. I go shopping with my mum.
- l . We have a test next week. Our teacher told us.
- m . I promise I call you later.
- n . I saved some money. I buy new clothes.
- o . My father isn't at home yet. I think he be late.
- p . My brother loves English. He study English at university.
- q . I'm sure you pass your exam.
- r . My sister liked the green dress at the shop. She buy it for the party.
- s . It's my dream. One day, I be a doctor.
- t . Look at that bus! It's slowing down. It stop.

9 Put the sentences in Activity 7 in the correct category.

Expressing future plans, intentions, or something that is likely to happen based on present evidence	Expressing predictions about what might happen in the future
.....	
.....	

10 Draw a line to match the sentences with the correct endings. There is an extra one.

- | | |
|--------------------------------------|----------------|
| a. We are going to win,.....? | 1. will you |
| b. You will help me,? | 2. isn't it |
| c. It's going to be cold,? | 3. aren't we |
| d. They aren't going to come,? | 4. aren't they |
| e. You won't tell my secret,? | 5. won't you |
| | 6. are they |

11 Complete the sentences as in the example.

e.g. Hira will decorate the classroom, **won't she**..?

- a. You're going to the Republic Day celebration,?
- b. Mesude will be here soon,?
- c. They aren't going to be late for the match,?
- d. It's going to be a fun holiday,?
- e. Cemil won't forget your birthday,?

12 Match the situations with the correct plans. There is an extra one.

- | | | |
|--|--------------------------|---|
| a. I have a ticket. | ☐ | 1. I'm going to wash the car. |
| b. We are on the beach. | ☐ | 2. I'm going to watch the new movie. |
| c. I don't feel well. | ☐ | 3. I'm going to start reading it tonight. |
| d. Songül has an exam tomorrow. | ☐ | 4. I'm going to see a doctor. |
| e. It's very hot in this room. | ☐ | 5. They are going to order a pizza. |
| f. My sister needs food for breakfast. | ☐ | 6. We are going to swim in the sea. |
| g. They are hungry. | ☐ | 7. She is going to study for the test. |
| h. Our grandparents are visiting us. | ☐ | 8. I'm going to open the window. |
| i. I have a new book. | ☐ | 9. She is going to buy some cheese. |
| | | 10. We are going to clean the house. |

13 Match the situations with the correct predictions. There is an extra one.

- | | | |
|---|--------------------------|------------------------------|
| a. The sky is very dark. | ☐ | 1. I will go to bed early. |
| b. He is studying very hard for his exam. | ☐ | 2. I will play football. |
| c. I am very tired. | ☐ | 3. He will pass the exam. |
| d. He missed the bus. | ☐ | 4. It will rain soon. |
| e. It's his birthday tomorrow. | ☐ | 5. He will be very happy. |
| | | 6. He will be late for work. |

14 Read the text quickly and choose the correct option.

The text is about

- a. future of jobs on Earth
- b. life possibilities on other planets
- c. possible life on Earth in the future

Our Future World

What will life on Earth be like in the following years? Experts have different ideas about it. They predict that the population will grow. So, we are going to need more food and homes for the growing **population**. We will find solutions for these problems by using the technology. Scientists are going to **invent** new machines. Maybe we will have flying cars and homes! This development will change travel opportunities over long distances and will make new places **visible** and easy to reach. But we have a big problem. Some people predict that we will run out of important resources.



We may have to find a new **source** of energy. A healthy planet must **exist** for future generations. We all hope for a future of peace. I expect that our main **goal** will be to keep the Earth **alive**. Finding a purpose and living a joyful life will be the most important **experience** for everyone. With our **knowledge**, a better future is a real **possibility**.



15 Read the text again carefully and write T (True) or F (False). Correct the false statements.

a. Experts think the number of people on Earth will increase.

☐

b. We are going to need less food in the future.

☐

c. Technology will not be important for our future.

☐

d. Having flying cars and homes is not possible.

☐

e. We will have all important resources.

☐

f. We may need to find a new source of energy.

☐

g. The writer believes a better future is possible.

☐

16 Write the correct bold words in Activity 14 for the descriptions below.

1. living, not dead	1.
2. something you want to do or achieve	2.
3. something that might happen	3.
4. to be real, to be in the world	4.
5. the place where something comes from	5.
6. to make something new for the first time	6.
7. the number of people living in a place	7.
8. the information and understanding that you have	8.
9. something you can see	9.
10. the knowledge and skill that you have gained	10.

17 Ask and answer questions in pairs.

- Do you think flying cars are a good idea? Give reasons.
- What is one new machine you hope scientists will invent?
- What is one thing we can do to keep our planet alive?
- What clean energy types do you know?
- What is your goal for your own future?
- Do you think the future will be peaceful? Why?
- What can you do to make your life a joyful experience?

18 Read the predictions and tick your opinion on the chart.

	I agree	I don't agree
The population will grow in the future.		
We are going to need more food and homes.		
Maybe we will have flying cars and homes!		
We will run out of important resources.		
We may have to find a new source of energy.		
We will find solutions using technology.		
Scientists are going to invent new machines.		

19 Write a short text about your predictions for life in the future.

.....

.....

.....

.....

.....

.....

.....

20 Circle the answers and tick (✓) the suitable box for you.

1. My father is saving money. He buy a new car.

- a. is going to b. are going to c. won't

2. I'm cold. I put on my jacket.

- a. are going to b. is going to c. am going to

3. They decorated the classroom. They have a celebration.

- a. is going to b. are going to c. am going to

• I can express future plans, intentions, or something that is likely to happen based on present evidence.

- ☐ Yes. ☐ I need more practice.

4. I think she like her birthday present.

- a. is going to b. will c. are going to

5. One day, I speak English fluently.

- a. will b. are going to c. is going to

6. I hope, you live a happy life.

- a. am going to b. is going to c. will

• I can express predictions about what might happen in the future.

- ☐ Yes. ☐ I need more practice.

7. You will wait for me,?

- a. will you b. won't they c. won't you

8. The bus is going to arrive soon,?

- a. aren't they b. isn't it c. won't it

9. They won't join the party,?

- a. will they b. won't they c. aren't they

• I can confirm information or ask for agreement in a sentence about the future.

- ☐ Yes. ☐ I need more practice.

References

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Answer Key



Scan the code for Answer Key.

Visual and General Web References



Scan the code for general and visual references.

