



ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ  
GENEL MÜDÜRLÜĞÜ

LEARN!

ENGLISH!

YEAR 5

ENGLISH  
TYMM-BASED ACTIVITY PACK

Hi!

Hello!



Scan the QR code  
for the answers.

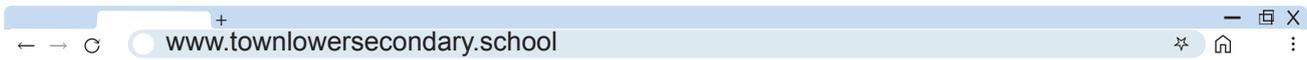


## THEME 5

# LIFE IN THE NEIGHBOURHOOD & CITY



**A. Town Lower Secondary School Literature Club organises an event and shares its announcement on the school's website. Look at it and answer the questions.**



Home    Blog    **Announcement**    Info

### Design Your Dream World: City & Home

Prepare a brochure about your dream city and your dream house, and write about them.

- Email it to us by **2 May 2026**.
- Present your brochure at the conference on **7 June 2026**.

Town Lower Secondary School  
Literature Club

literatureclub@town.lowersecondary.school  
For more information: +567894334228

**LEARN MORE**

**1. Do you want to attend this event? Tick Yes or No, and write a reason for your answer.**

Yes, because .....

No, because .....

**2. What is the announcement about?**

a. a book presentation event

b. a creative writing event

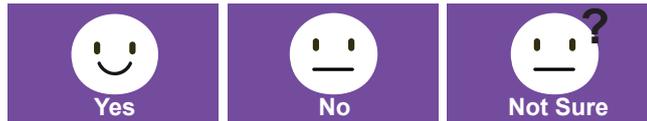


## Assess Yourself and Check Your Progress

**Time to think about your work today!**

Colour one icon in each line.

I liked doing **Read and Lead** part.



I found this part easy.



For this part, I needed ...





## LISTEN AND GROW

B. Lukas, a student at Town Lower Secondary School, calls the phone number in the announcement. Scan the QR code to listen to the phone call and do the exercises.



1. Listen and answer the question.

Why does Lukas call Town Lower Secondary School Literature Club?

-----

2. Listen and tick the topics Ms Blue talks about.

### For Dream House

- number of floors in the house
- location of the house
- parts of the house
- size of the house
- type of the house
- age of the house
- types of furniture in the house
- smart home features
- building materials of the house
- size of the garden

### Design Your Dream World: City & Home Town Lower Secondary School Literature Club

### For Dream City

- location of the city
- fun places and attractions
- activities in the city
- traditions and festivals
- parks and recreation areas
- shopping areas and malls
- sport facilities
- size/area of the city
- features of the city



## Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

I liked **Listen and Grow** part.



I found this part easy.



For this part, I needed...





## EXPLORE AND USE WORDS

C. Lukas looks up words in a dictionary to use in his brochure. Do the exercises to help him.

1. The words are scrambled. Order the letters and write the words.

- atr glalrey      a----- g-----
- morodbe        b-----
- gib                b-----
- hriac             c-----
  
- elcyc             c-----
- slsag             g-----
- og hisingf       g----- f-----
- nehickt          k-----
  
- gerla             l-----
- tmeal             m-----
- gegraa           g-----
- sghoipnp allm   s----- m-----
  
- slma              s-----
- oafs               s-----
- onoedw          w-----
- drubpucao       c-----

2. Put the words from *Exercise C.1* into the correct column.

size of the house	types of furniture in the house	building materials of the house	different parts of the house	fun places and attractions	activities in the city centre



## Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

I liked **Explore Words and Use** part.



Yes



No



Not Sure

I found this part easy.



Yes



No



Not Sure

For this part, I needed...



peer support



teacher support



a book/a dictionary/  
the Internet

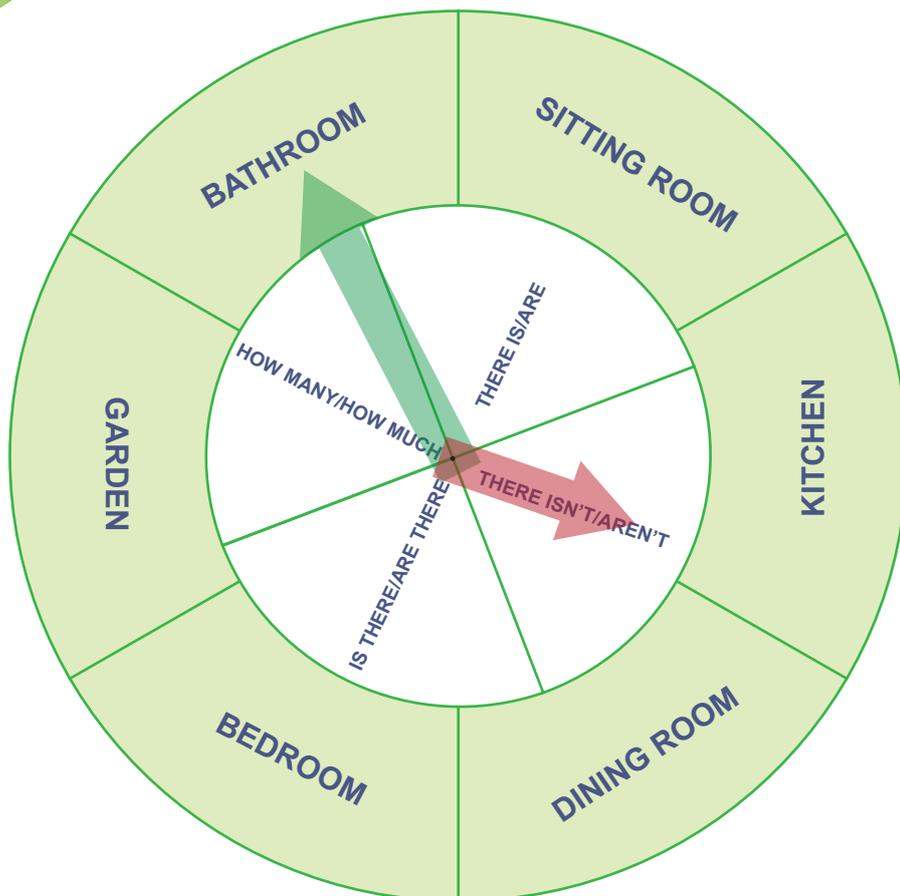


## SPEAK AND SHINE

D. Make your own spin wheel. Turn it, choose a word from the word list, and make sentences as in the example.



There isn't a pillow in the bathroom.



### WORD LIST



an armchair



a bed



a book



a bookcase



a chair



a cupboard



a dishwasher



a fork



a fridge



a knife



a lamp



an oven



a pillow



a rubbish bin



a sofa



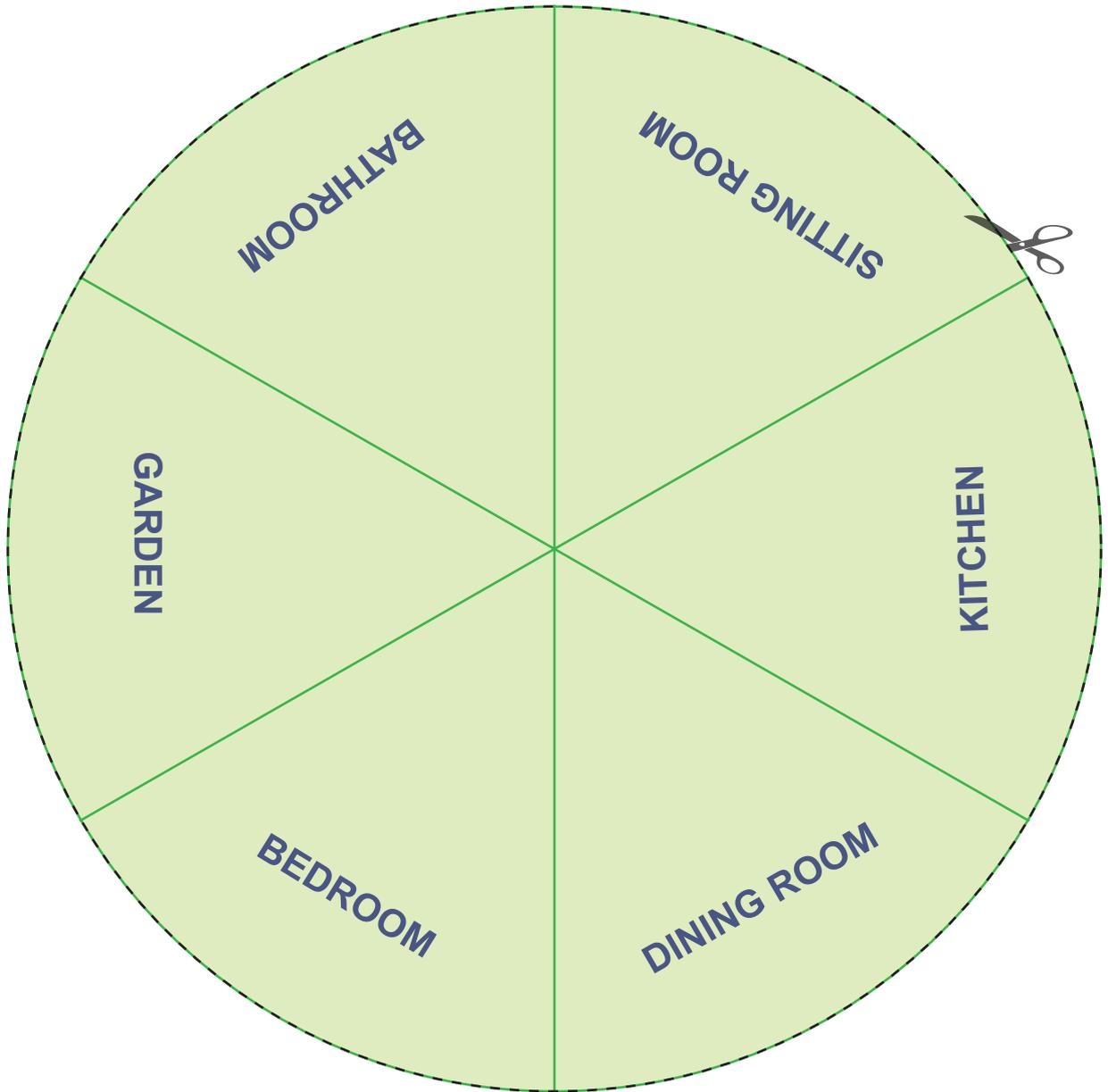
a spoon

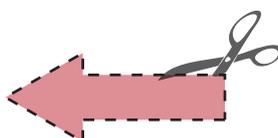
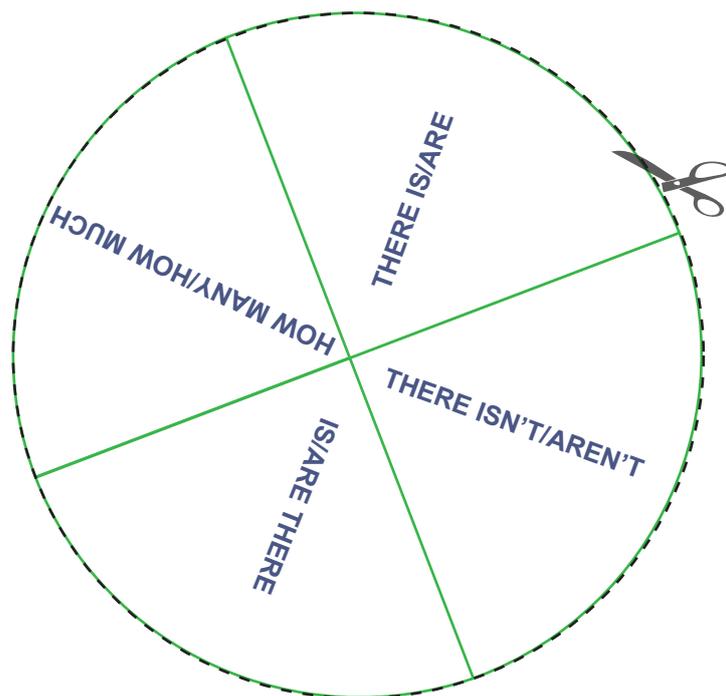


a table



a wardrobe







## Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

I liked doing **Speak and Shine** part.



I found this part easy.



For this part, I needed...

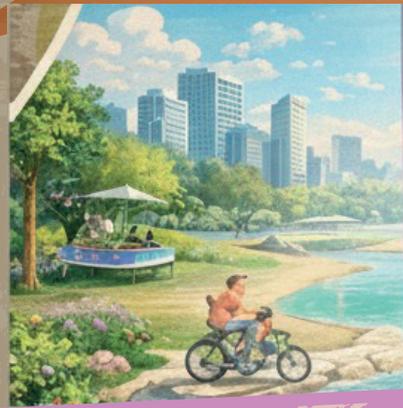
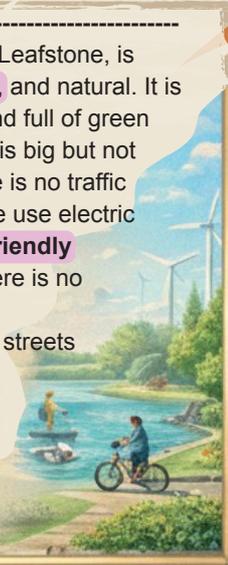




E. Lukas prepares his brochure for the competition. Read his brochure and do the exercises.

I.-----

My dream city, Leafstone, is modern, **smart**, and natural. It is near the sea and full of green parks. The city is big but not crowded. There is no traffic because people use electric cars and **eco-friendly** e-bikes. So, there is no air pollution in Leafstone. The streets are quiet and clean. You can fish or cycle along the coast or in the parks.



**IN LEAFSTONE LIFE FEELS RIGHT, TECH AND NATURE MAKE THE FUTURE BRIGHT**



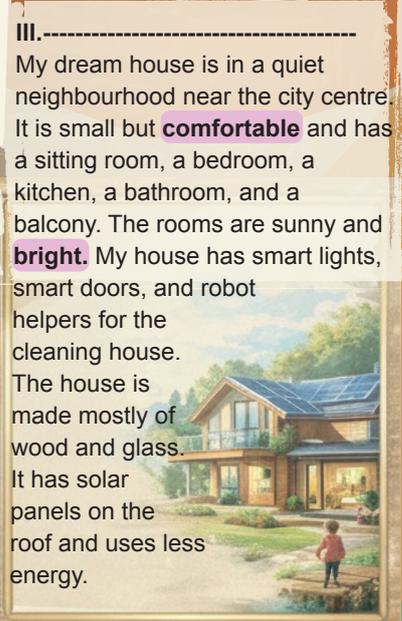
II.-----

In the city centre, there are smart buildings. They make our lives easier. There are big smart screens in cafés and markets. You can choose food, buy snacks, and pay without help. There are sports centres and gyms. People exercise with a digital coach and stay healthy. People can visit **art galleries** and museums in different countries online.



III.-----

My dream house is in a quiet neighbourhood near the city centre. It is small but **comfortable** and has a sitting room, a bedroom, a kitchen, a bathroom, and a balcony. The rooms are sunny and **bright**. My house has smart lights, smart doors, and robot helpers for the cleaning house. The house is made mostly of wood and glass. It has solar panels on the roof and uses less energy.



IV.-----

There is a **large** and peaceful garden next to my home. It has a lot of trees, colourful flowers, and lights that work with sunlight. The garden has an automatic watering system to water the plants. There are smart sensors that check the weather.



1. Read Lukas' brochure and write the correct title for each paragraph in the brochure. One title is EXTRA.

- a. Easy City Life with Technology
- b. Our Changing World
- c. A Modern Garden
- d. A Smart and Green City
- e. My Peaceful Home

2. Match the topics below with the correct paragraphs and write their numbers in the table.

Which paragraph gives information about	
the parts of the house	
the examples for eco-friendly life	
the activities in the city	
the size of the house	
the features of the house	
the places and attractions in the city	
the technological features of the garden	
the building materials of the house	

3. There are some mistakes in the sentences below. Read Lukas' brochure carefully, correct the mistakes, and rewrite the sentences.

a. Lukas' dream city is far from the sea.

.....

b. Lukas' house isn't eco-friendly.

.....

c. You need to ask people for help while shopping in Lukas' dream city.

.....

d. Air pollution is a big problem in Lukas' dream city because there is heavy traffic.

.....

e. People have to travel to see famous paintings in other places.

.....

f. Lukas does all the housework in his dream house by himself.

.....

**4. Complete the statements with the suitable words in bold from the text. One word is EXTRA.**

- a. This sofa is very ----- . I can sit here for a long time.
- b. We plan to visit a / an ----- to see the portraits of famous artists.
- c. The city has a ----- shopping mall, so people can find many things there.
- d. A ----- home has lights and doors that work automatically.
- e. Our country is ----- because it uses less energy and protects nature.



## Assess Yourself and Check Your Progress

**Time to think about your work today!**

Colour one icon in each line.

I liked doing **Read and Lead** part.



I found this part easy.



For this part, I needed ...



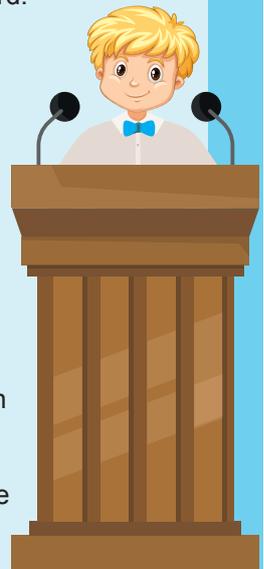


F. Lukas gives a speech and presents his brochure at the literature club's conference. Read his speech and do the exercises.

Hello, my name is Lukas. I'm happy to be here and talk about my dream city.

- We live in Ashford, and it is generally crowded and noisy. However, my dream city, Leafstone, is **less crowded**, **calmer**, and **more eco-friendly** than Ashford.
- Shopping in Ashford is slow and traditional, but it is **easier** and **faster** in Leafstone. It is also **more digital**.
- The streets in Ashford are noisy and dirty but in Leafstone, they are **quieter** and **cleaner**.
- The traffic in Ashford is heavy. In Leafstone, traffic is **lighter** and **safer** because there are eco-friendly ways of transportation.
- The air in Ashford is generally dirty. However, it is **cleaner** and **fresher** in Leafstone, so my dream city is **healthier**.
- Few houses have small and traditional gardens in Ashford, but the gardens in my dream city are **bigger**, **greener**, and **smarter**.
- My dream house is **brighter**, **more modern**, and **more comfortable** than the houses in Ashford.

Do you want to live in my dream city? It's not a dream. We can make it real and live better together. Thanks for listening to me.



1. Look at the bold structures in the text and complete the table as in the example.

	Leafstone (Lukas' Dream City)
City	<i>less crowded, calmer, more eco-friendly</i>
Shopping	
Streets	
Traffic	
Air	
Garden	
House	

**2. Read the text again. Examine the table in Exercise 1.**

**a. Look at the example and complete the sentences.**

*E.g. Ashford is noisier than Leafstone.*

1. The streets in Ashford are ----- than the streets in Leafstone.

2. The gardens in Ashford are more ----- than the gardens of Leafstone.

3. The houses in Ashford are ----- the houses in Leafstone.

**b. Write three sentences different from the ones above to compare Ashford and Leafstone.**

1.

2.

3.



## Assess Yourself and Check Your Progress

Time to think about my work today!

Colour one icon in each line.

I liked doing **Discover Grammar and More** part.



I found this part easy.



For this part, I needed...





G. Imagine you're a tourist in Ashford, and you're travelling around the city.

1. Draw what you see.



2. Look at your drawing and speak for at least 2 minutes. Describe Ashford and compare it with Leafstone. Record your voice.

**LANGUAGE USE BOX**

- There is/There are
- There isn't/There aren't
- It has/doesn't have
- I think it is **safer than**
- I want

3. Listen to your recording and complete the form below.

 Self-Assessment Checklist		
	YES	NO
I spoke for 2 minutes.	<input type="checkbox"/>	<input type="checkbox"/>
I used the expressions in the language use box.	<input type="checkbox"/>	<input type="checkbox"/>
I made statements to describe Ashford.	<input type="checkbox"/>	<input type="checkbox"/>
I made statements to compare Ashford with Leafstone.	<input type="checkbox"/>	<input type="checkbox"/>
I was careful with pronunciation while speaking.	<input type="checkbox"/>	<input type="checkbox"/>



## Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

I liked doing **Speak and Shine** part.



I found this part easy.



For this part, I needed...





## WRITE AND SHARE

H. Imagine you see the announcement from Town Secondary School in *Read and Lead-Part A*. Prepare a brochure about your dream house or dream city.

1. Choose one of the options below and complete the appropriate survey on page 22 or 23.

I want to write about my dream house.



DREAM HOUSE SURVEY	
Read the steps below and choose the best option for your dream house.	
<b>Step I: Choose the materials and style.</b> (You can choose more than one.) <input type="checkbox"/> Modern <input type="checkbox"/> Traditional <input type="checkbox"/> Wooden <input type="checkbox"/> Glass <input type="checkbox"/> Smart materials <input type="checkbox"/> Recycled materials <input type="checkbox"/> Other .....	<b>Step II: Choose the number of floors.</b> (You can choose more than one.) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Other .....
<b>Step III: Choose the colors of your house.</b> (You can choose more than one.) <input type="checkbox"/> White <input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Other .....	<b>Step IV: Choose the rooms in your house.</b> (You can choose more than one.) <input type="checkbox"/> Bedroom <input type="checkbox"/> Sitting room <input type="checkbox"/> Kitchen <input type="checkbox"/> Bathroom <input type="checkbox"/> Other .....
<b>Step V: Choose the location of your house.</b> (You can choose more than one.) <input type="checkbox"/> Near the sea <input type="checkbox"/> In the city center <input type="checkbox"/> In the countryside <input type="checkbox"/> Near a park <input type="checkbox"/> In a quiet area <input type="checkbox"/> On a hill <input type="checkbox"/> Other .....	<b>Step VI: Choose special features.</b> (You can choose more than one.) <input type="checkbox"/> Big garden <input type="checkbox"/> Smart home system <input type="checkbox"/> Swimming pool <input type="checkbox"/> Solar panels <input type="checkbox"/> Voice-controlled lights <input type="checkbox"/> Robot cleaner <input type="checkbox"/> Energy-saving system <input type="checkbox"/> Rainwater collection system <input type="checkbox"/> Temperature-controlled rooms <input type="checkbox"/> Other .....

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I want to write about my dream city.



DREAM CITY SURVEY	
Read the steps below and choose the best option for your dream city.	
<b>Step I: Choose the size of the city.</b> (You can choose more than one.) <input type="checkbox"/> Small <input type="checkbox"/> Medium <input type="checkbox"/> Big <input type="checkbox"/> Other .....	<b>Step II: Choose the location of the city.</b> (You can choose more than one.) <input type="checkbox"/> Near the sea <input type="checkbox"/> Near mountains <input type="checkbox"/> On an island <input type="checkbox"/> Other .....
<b>Step III: Choose special places in the city.</b> (You can choose more than one.) <input type="checkbox"/> Big parks <input type="checkbox"/> Art streets <input type="checkbox"/> Playgrounds <input type="checkbox"/> Smart cafes <input type="checkbox"/> Technology museums <input type="checkbox"/> Robot libraries <input type="checkbox"/> Other .....	<b>Step IV: Choose transportation in the city.</b> (You can choose more than one.) <input type="checkbox"/> Bicycles <input type="checkbox"/> Electric buses <input type="checkbox"/> Driverless cars <input type="checkbox"/> Flying taxis <input type="checkbox"/> Other .....
<b>Step V: Choose the special features of the city.</b> (You can choose more than one.) <input type="checkbox"/> No pollution <input type="checkbox"/> No traffic <input type="checkbox"/> Solar energy <input type="checkbox"/> Smart energy systems <input type="checkbox"/> Smart streets <input type="checkbox"/> Other .....	<b>Step VI: Choose activities in the city.</b> (You can choose more than one.) <input type="checkbox"/> Cycling <input type="checkbox"/> Fishing <input type="checkbox"/> Learning with AI teachers <input type="checkbox"/> E-sports centers <input type="checkbox"/> Other .....
<b>Step VII: Choose the feeling of the city.</b> (You can choose more than one.) <input type="checkbox"/> Safe <input type="checkbox"/> Peaceful <input type="checkbox"/> Fun <input type="checkbox"/> Modern <input type="checkbox"/> Other .....	

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## DREAM HOUSE SURVEY

Read the steps below and choose the best option for your dream house.

### Step I: Choose the materials and style.

(You can choose more than one.)

- Modern
- Traditional
- Wooden
- Glass
- Smart materials
- Recycled materials
- Other -----

### Step II: Choose the number of floors.

- 1
- 2
- 3
- Other -----

### Step III: Choose the colours of your house.

(You can choose more than one.)

- White
- Blue
- Green
- Other -----

### Step IV: Choose the rooms in your house.

(You can choose more than one.)

- Bedroom
- Sitting room
- Kitchen
- Bathroom
- Other -----

### Step V: Choose the location of your house.

(You can choose more than one.)

- Near the sea
- In the city centre
- In the countryside
- Near a park
- In a quiet area
- On a hill
- Other -----

### Step VI: Choose special features.

(You can choose more than one.)

- Big garden
- Smart home system
- Swimming pool
- Solar panels
- Voice-controlled lights
- Robot cleaner
- Energy-saving system
- Rainwater collection system
- Temperature-controlled rooms
- Other -----



## DREAM CITY SURVEY

Read the steps below and choose the best option for your dream city.

### Step I: Choose the size of the city.

(You can choose more than one.)

- Small
- Medium
- Big
- Other -----

### Step II: Choose the location of the city.

(You can choose more than one.)

- Near the sea
- Near mountains
- On an island
- Other -----

### Step III: Choose special places in the city.

(You can choose more than one.)

- Big parks
- Art streets
- Playgrounds
- Smart cafés
- Technology museums
- Robot libraries
- Other -----

### Step IV: Choose transportation in the city.

(You can choose more than one.)

- Bicycles
- Electric buses
- Driverless cars
- Flying taxis
- Other -----

### Step V: Choose the special features of the city.

(You can choose more than one.)

- No pollution
- No traffic
- Solar energy
- Smart energy systems
- Smart streets
- Other -----

### Step VI: Choose activities in the city.

(You can choose more than one.)

- Cycling
- Fishing
- Learning with AI teachers
- E-sports centres
- Other -----

### Step VII: Choose the feeling of the city.

(You can choose more than one.)

- Safe
- Peaceful
- Fun
- Modern
- Other -----

2. Design your dream house or your dream city according to your answers above and prepare your own brochure. Write at least ten sentences to describe your choice.



**LANGUAGE USE BOX**

*You can start with*

- My dream house/city is
- There is/are
- It has
- It is
- I can

*\*You can write in the blank brochure on page 25.*



3. Check your writing and complete the form below.

	Self-Assessment Checklist	
	YES	NO
I filled out the survey suitable for my choice.	<input type="checkbox"/>	<input type="checkbox"/>
I prepared my brochure using my answers from the survey.	<input type="checkbox"/>	<input type="checkbox"/>
I used the expressions in the language use box.	<input type="checkbox"/>	<input type="checkbox"/>
I wrote at least ten sentences.	<input type="checkbox"/>	<input type="checkbox"/>
I was careful with spelling and punctuation.	<input type="checkbox"/>	<input type="checkbox"/>



## Assess Yourself and Check Your Progress

Time to think about my work today!

Colour one icon in each line.

I liked doing **Write and Share** part.



I found this part easy.



For this part, I needed...







## **THEME 6**

### **LIFE IN THE WORLD**



## LISTEN AND GROW

A. Yunus Emre Lower Secondary School in Van, Türkiye is working on an Erasmus project called “From Our Table to Yours”. You can see one of the project posters on the school’s website.

www.yunusemrelowersecondary.school

Our School | Projects | e-Twinning

REPUBLIC OF TÜRKİYE MINISTRY OF NATIONAL EDUCATION  
VAN/İPEKYOLU - Yunus Emre Lower Secondary School

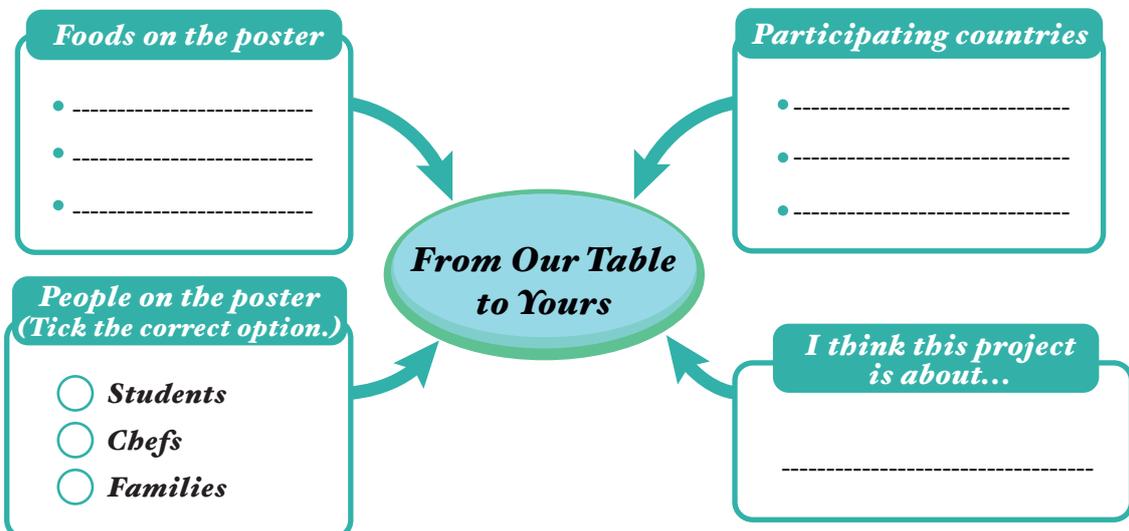
Yunus Emre Lower Secondary School is working on the Erasmus project “From Our Table to Yours” with Japan and England to learn about their traditional foods.



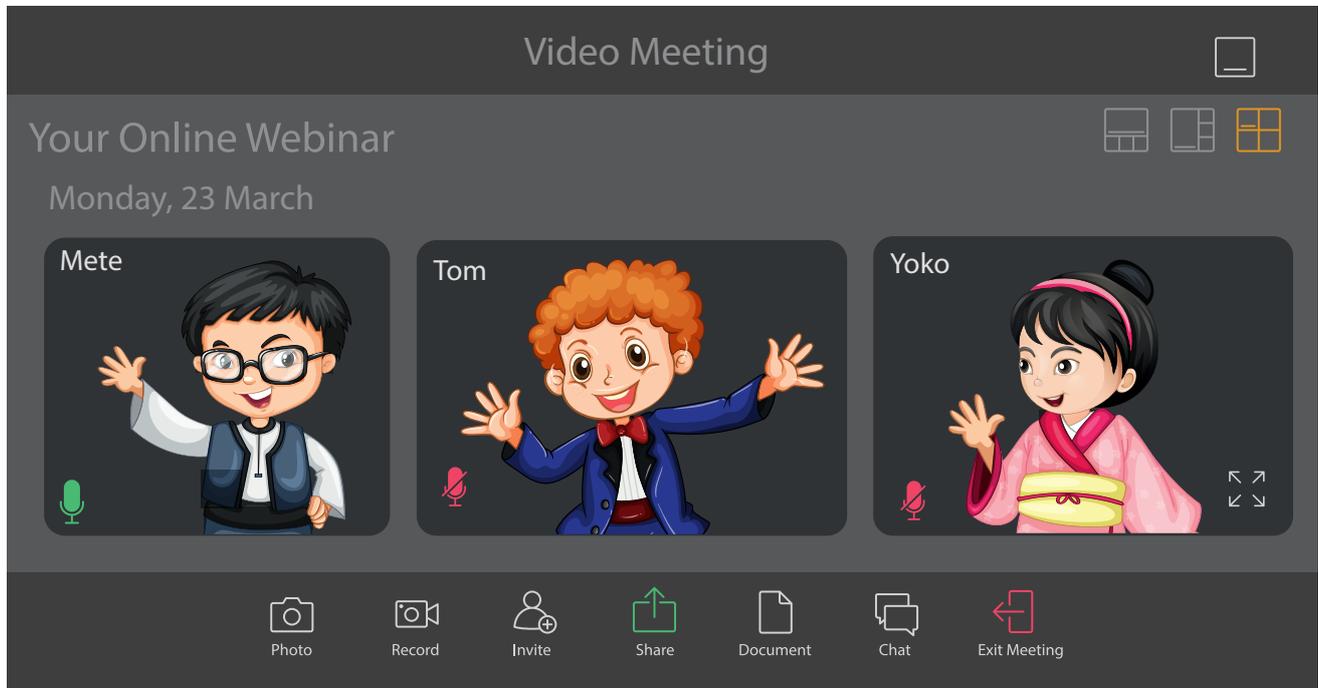
**Steps of the Project**

- Getting to know each other through video calls
- Introducing food festivals in a digital magazine
- Visiting participating countries
- Preparing a recipe book with cooking videos

1. Look at the poster on the school’s website and complete the chart below.



2. Students from different countries join an Erasmus video call. Each student introduces their traditional food. Scan the QR codes to listen and do the exercises.



2.1. Listen and choose the best option for each country.



**Türkiye**

- A big family breakfast
- A fast morning meal
- A restaurant menu



**England**

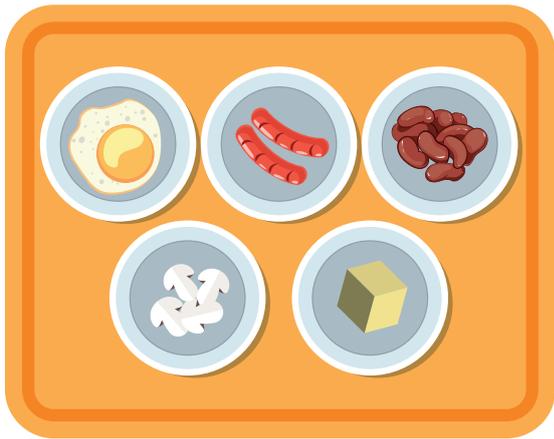
- A small snack
- A big tasty breakfast
- A dessert menu



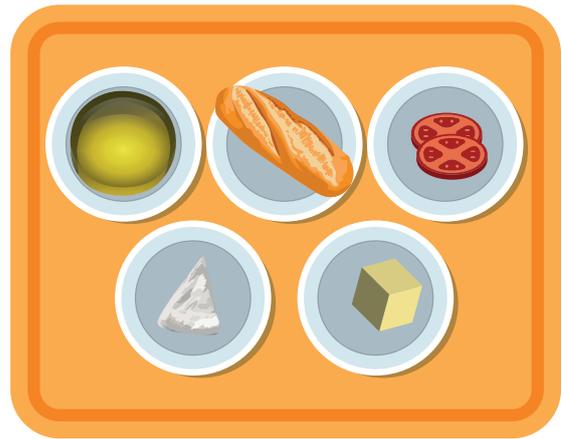
**Japan**

- A sweet breakfast
- A light and healthy morning meal
- A party food

2.2. Listen carefully and write the correct name of the child under each visual. One is EXTRA.



a.-----



b.-----



c.-----



d.-----

2.3. Listen again and complete the breakfast passport.



# BREAKFAST PASSPORT



## Türkiye

Main foods: ..... (Two is enough)

Drinks: ..... (One is enough)

Breakfast is:  big  small

Why does Mete like it? .....



## England

Main foods: ..... (Two is enough)

Drinks: ..... (One is enough)

Breakfast is:  fresh  heavy

Why does Tom like it? .....



## Japan

Main foods: ..... (Two is enough)

Drinks: ..... (One is enough)

Breakfast is:  sweet  light

Why does Yoko like it? .....

## Think&Decide

a. Which country's breakfast is closest to yours?

England  Japan

Write one reason. ....

b. Which breakfast do you prefer?

Turkish  English  Japanese

Write one reason. ....



## Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

I liked **Listen and Grow** part.



Yes



No



Not Sure

I found this part easy.



Yes



No



Not Sure

For this part, I needed...



peer support



teacher support



a book/a dictionary/  
the Internet



B. Students prepare an online magazine for the Erasmus project, and each student writes about a food festival from their country.

1. Answer the *Before Reading* part to check what you know.

### Let's Check What You Know

	I. Before Reading Guess the answers.	II. After Reading Check your answers and the tick correct box.
a. Which food do you think is popular in England?	<input type="checkbox"/> sushi <input type="checkbox"/> fish and chips <input type="checkbox"/> herbed cheese	<input type="checkbox"/> My guess is right. <input type="checkbox"/> My guess is wrong.
b. Which food do you think is made with rice and fish?	<input type="checkbox"/> sushi <input type="checkbox"/> shepherd's pie <input type="checkbox"/> keledoş	<input type="checkbox"/> My guess is right. <input type="checkbox"/> My guess is wrong.
c. What do you think people do at food festivals? ( <i>You can choose more than one.</i> )	<input type="checkbox"/> taste traditional food <input type="checkbox"/> learn recipes <input type="checkbox"/> watch dance shows	<input type="checkbox"/> My guess is right. <input type="checkbox"/> My guess is wrong.
d. Which country's dishes do you think are light and fresh?	<input type="checkbox"/> Turkish <input type="checkbox"/> English <input type="checkbox"/> Japanese	<input type="checkbox"/> My guess is right. <input type="checkbox"/> My guess is wrong.

2. Read the online magazine and do the exercises.



# WORLD FOOD FESTIVALS



*Taste, Culture, and Traditions around the World*



## The Van Herbed Cheese Festival

The Van Herbed Cheese Festival is a traditional food festival in Van, Türkiye. It introduces Van herbed cheese and the local food culture. At the festival, people taste herbed cheese. It is made from milk and many local herbs. It tastes **delicious** with kete, a kind of traditional bread from Van. Some famous chefs **cook** murtuğa, kavut, and keledoş, which are traditional dishes from Van. People try them and learn about local **recipes**. This festival is important because it helps people protect and share local food traditions.



## The Great British Food Festival



The Great British Food Festival is a popular food event in England. People from different cities come together to sit, talk, and enjoy their meals. Chefs cook local foods such as fish and chips, shepherd's pie with meat and **mashed** potatoes, and shortbread, a kind of biscuit. People **taste** these foods and learn how to cook them from chefs. There are also food stands, cooking shows, and fun activities for families and children. This **festival** is a great way to spend time together and enjoy simple meals.



## The Traditional Dishes Festival

The Traditional Dishes Festival is a food festival in Japan. At the festival, people eat rice, fish, soup, and **vegetables**. They also eat noodles and other light meals. The most popular Japanese food at the festival is sushi. It is made with rice and fish. Visitors can try various recipes to prepare different kinds of sushi, and they learn how to use chopsticks. Japanese dishes are simple, light, and **fresh**. People use little salt and oil. This festival also shows Japanese culture and values, and people can try on **traditional** Japanese clothes.



**2.1. Read the text quickly and tick the correct country or countries for each statement below.**

	Türkiye	England	Japan
a. People use fish in traditional food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Chefs cook traditional food at festivals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Light and healthy food is popular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Herbed cheese made from milk and herbs is famous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. People learn about local food culture at the festival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. People taste sushi at the festival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. People eat traditional bread with local foods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. People learn how to use chopsticks at the festival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.2. Read the text again and answer the questions.**

**a. Check your answers in the survey in *Exercise 1*. How many of your answers are correct?  
Write one new thing you learn from the text.**

**b. Write two traditional foods and their countries from the text.**

**c. Compare the food festivals in Japan and England. Write one similarity and one difference.**

**d. Why do you think Japanese food is light and healthy? Write one reason.**

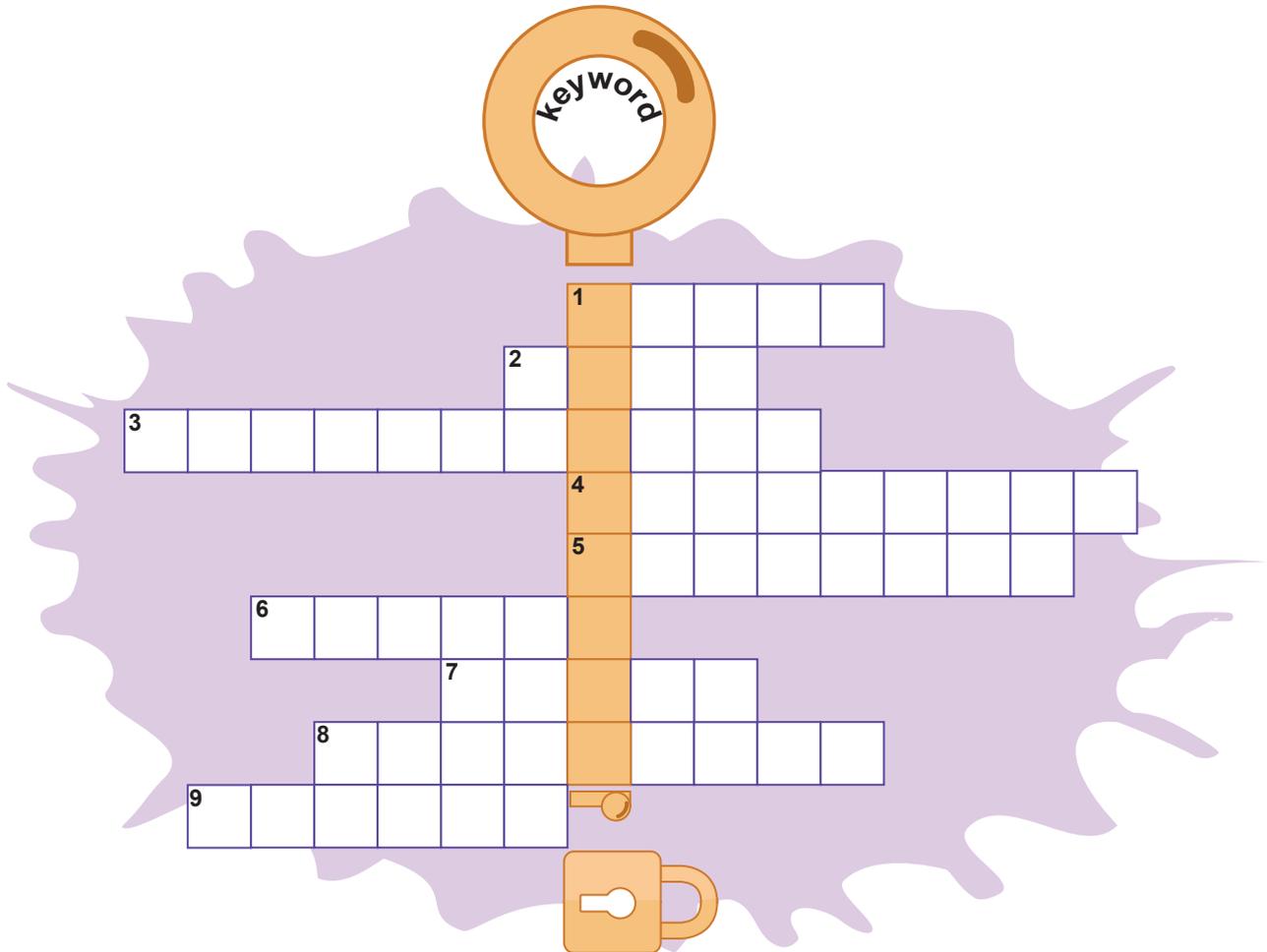
**e. Which country's food festival is good to learn new eating habits? Write one reason.**

**f. Which food festival in the text do you want to join? Write one reason.**



## Explore and Use Words

2.3. Look at the bold words in the text. Put them into the crossword puzzle using the clues and find the keyword.



### Across

1. New, clean, and good to eat
2. To make food by heating it
3. Something old that people in a culture usually do or use
4. Very tasty, very good to eat
5. A special event with food, music, or fun
6. Instructions to make a kind of food
7. To eat or drink a small amount of food
8. A plant that people eat, like carrots or potatoes
9. A soft form of food after mashing



## Assess Yourself and Check Your Progress

**Time to think about your work today!**

Colour one icon in each line.

I liked doing **Read and Lead** part.



I found this part easy.



For this part, I needed ...





C. Some students and teachers from Japan and England visit Yunus Emre Lower Secondary School for the Erasmus project, and they join the Van Herbed Cheese Festival. Read the conversation below and do the exercises.



The Van Herbed Cheese Festival  
VAN, 2026

**Mete:** Good afternoon, chef. These are my friends, Tom from England and Yoko from Japan.

**Chef:** Welcome to the festival, kids.

**Yoko:** This stand looks great. Can I try the herbed cheese?

**Chef:** Of course, you can.

**Yoko:** It is too much for me. Can I have a small piece, please?

**Chef:** Sure. Here you are.

**Tom:** Chef, have you got some bread?

**Chef:** Yes, we have got kete, a kind of traditional bread.

**Tom:** Can I taste it with cheese?

**Chef:** Yes, you can. What about drinking a cup of hot Turkish tea?

**Mete:** That sounds great, Chef. Can we have three cups of Turkish tea?

**Chef:** Here you are.

**Yoko:** Thank you very much, Chef. All the food tastes delicious. Can we take a photo with you?

**Chef:** Of course. It is my pleasure.

1. Underline the sentences with “Can I / Can we”.
2. Choose the correct option to complete the sentence.

We use “Can I / Can we” to ----.

- a. ask for permission
- b. ask about possession

3. Read the situations below and write suitable questions.

a. Mete needs a spoon to taste soup. He says:

Can I -----?



b. Yoko tries a traditional dish and likes it. She wants to learn the recipe. She says:

-----?



c. Tom feels tired. He says to his friends:

-----?



d. You listen to a chef to learn the recipe, but you don't understand something. You say:

-----?



**D. Yoko tastes a fig dessert at the Van Herbed Cheese Festival. She wants to learn the recipe from the chef. Read the conversation below and answer the questions.**

**Yoko:** Wow, this dessert is delicious!

**Chef:** Thank you. It is a dried fig dessert.

**Yoko:** Can I learn the recipe, please?

**Chef:** Of course. We need figs, walnuts, molasses, and butter to make this dessert.

**Yoko:** How many figs do you use?

**Chef:** I use ten dried figs.

**Yoko:** How much butter do you add?

**Chef:** I add one tablespoon of butter.

**Yoko:** How many walnuts do you use?

**Chef:** I use ten chopped walnuts.

**Yoko:** How much molasses do you add?

**Chef:** Just one teaspoon.

**Yoko:** How do you make it?

**Chef:** First, I melt the butter in a pan. Then I put the figs and cook them for 8-10 minutes. After that, I add the walnuts and cook for 2 more minutes. Finally, I turn off the heat and add the molasses.

**Yoko:** Thank you very much, Chef.

**Chef:** You're welcome. Enjoy the festival!

**! Check Turkish meanings of the words in a dictionary before reading the conversation.**



Fig



Walnuts



Molasses

**1. Write the ingredients of the recipe under the correct title.**

Countable Ingredients	Uncountable Ingredients



**2. Read the conversation and complete the questions with *How much* or *How many*.**

- a. ----- figs do you need?
- b. ----- butter do you add?
- c. ----- walnuts do you use?
- d. ----- molasses do you add?

3. Read the sentences below and circle *How much* or *How many*.

- a. **How many/ How much** jam is there in the jar?
- b. **How many/ How much** tomatoes do we cut for the salad?
- c. **How many/ How much** salt do you add to the soup?
- d. **How many/ How much** lemons do you buy from the market?
- e. **How many/ How much** olives do you eat with breakfast?
- f. **How many/ How much** eggs do you need for the cake?
- g. **How many/ How much** flour do you use to make the bread?

4. Imagine that you are going shopping. You ask your dad about the amount of food to buy. Look at the shopping list below and write at least three questions using *How much* and *How many*.

**Shopping List**

- ✓ milk
- ✓ apples
- ✓ rice
- ✓ eggs
- ✓ tomatoes
- ✓ sugar

Write your questions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



## Assess Yourself and Check Your Progress

Time to think about my work today!

Colour one icon in each line.

I liked doing **Discover Grammar and More** part.



I found this part easy.



For this part, I needed...





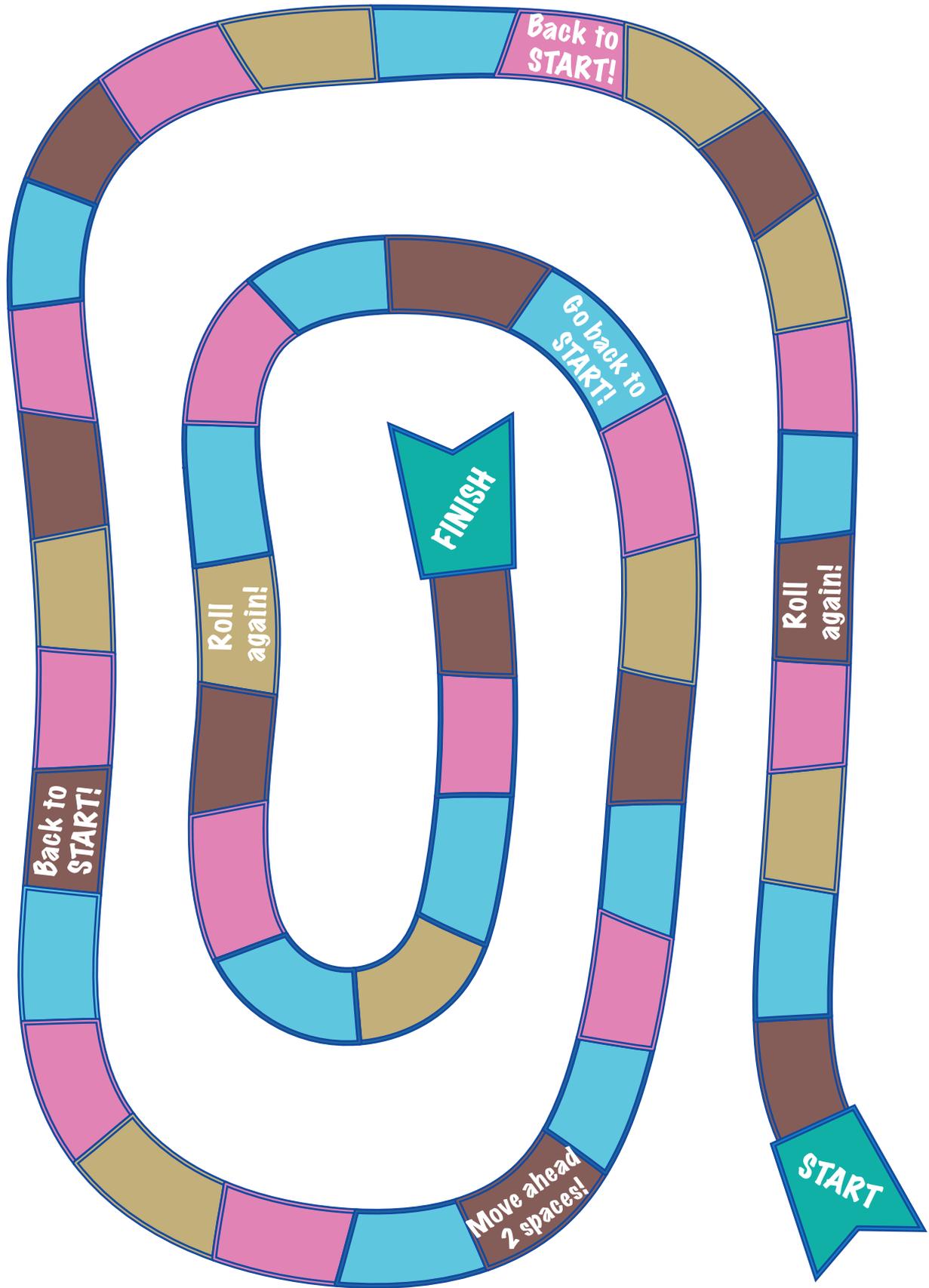
## SPEAK AND SHINE

D. Follow the steps below and play the game.

### STEPS OF THE GAME

- ✓ Cut out the dice and get it ready.
- ✓ Cut out the *Speaking Tasks* Cards and prepare them.
- ✓ Roll the dice.
- ✓ Move forward the number on the dice.
- ✓ Choose a task card according to the colour of the space you are on.
- ✓ Do the task on the card.
- ✓ If you can't do the task, go back to your previous space.
- ✓ Try to reach the finish line.

*\* You can play the game by yourself or in groups.*



## SPEAKING TASKS CARDS

Use "Can I -----?".



**At a Restaurant**  
You want to have a drink.

**In the Classroom**  
You want to ask a question.

**At a Supermarket**  
You need to go to the toilet.



**At Home**  
You want to watch TV.

**At a Friend's House**  
You want to play a game.

**At the Park**  
You want to play football.

**At the Library**  
You want to borrow a book.

**At a Café**  
You want to have a dessert.

**At a Birthday Party**  
You want to eat cake.

## SPEAKING TASKS CARDS

Use "How many/ How much -----?".



You want to know the number of students.

You want to know the amount of cheese.

You want to know the number of apples.



You want to know the number of chairs.

You want to know the amount of water.

You want to know the amount of oil in the jar.

You want to know the number of pencils.

You want to know the amount of milk.

You want to know the number of cars.

## SPEAKING TASKS CARDS

Use "have got/has got".



You want to talk  
about what you  
have got in your  
bag.

You want to talk  
about what your  
friend has got in  
her/ his room.

You want to talk  
about what you  
have got at home.



You want to talk  
about what your  
teacher has got  
on the desk.

You want to talk  
about what you  
have got in your  
pencil case.

You want to talk  
about what your  
friend has got at  
home.

You want to talk  
about what you  
have got in your  
room.

You want to talk  
about what your  
school has got.

You want to talk  
about what you  
have got for  
breakfast.

# SPEAKING TASKS CARDS



Name three vegetables.

Name three fruits.

Name three dairy products.



Name three drinks.

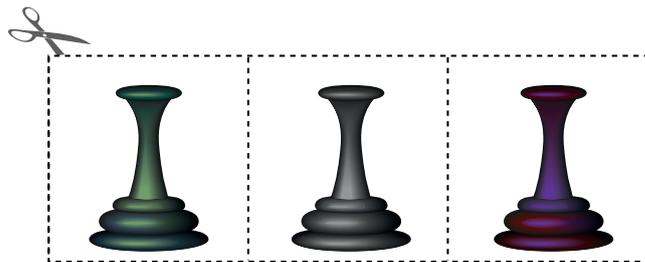
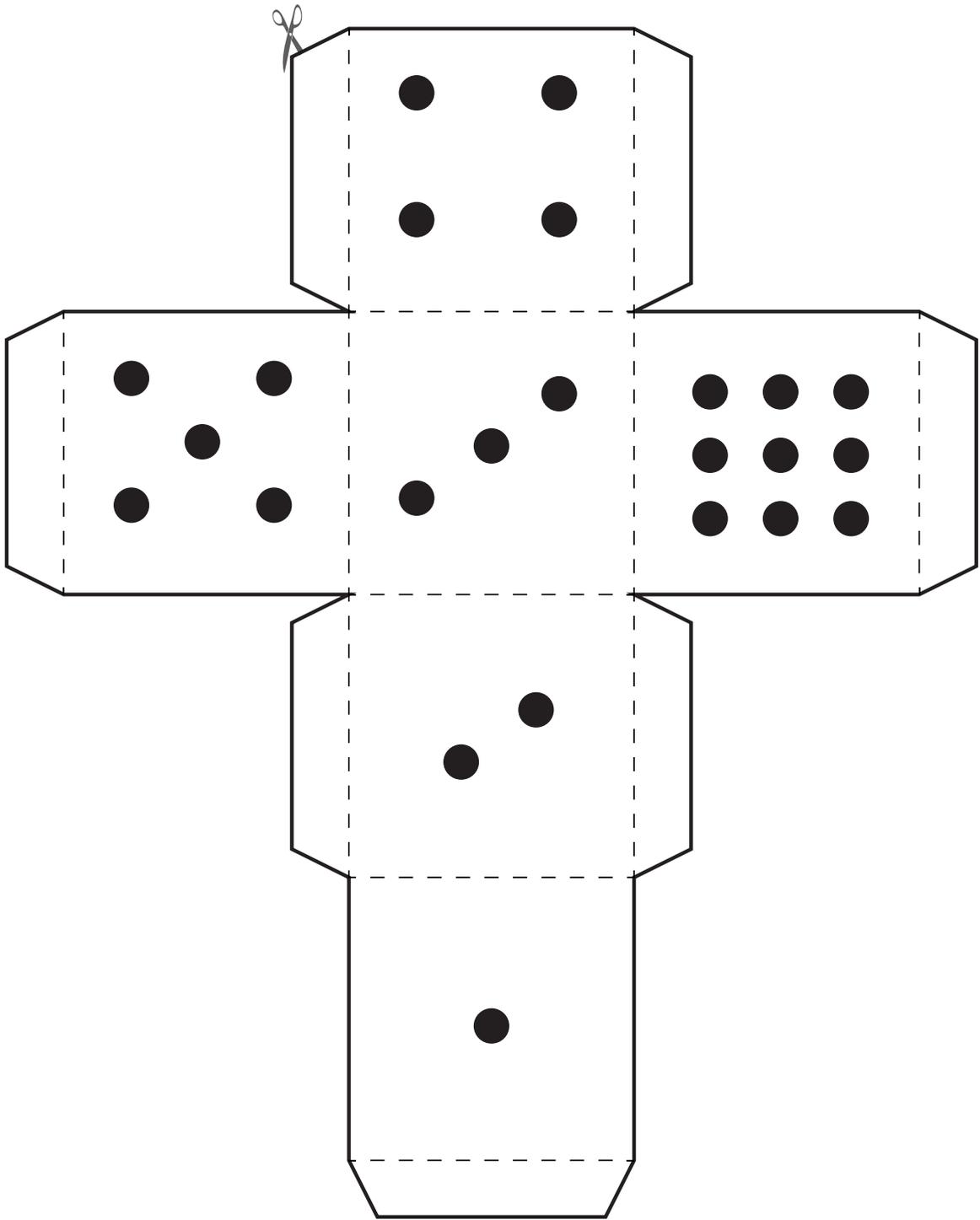
Name three ways of cooking.

Name three kitchen tools.

Name three main dishes.

Name three desserts.

Name three starters.





## Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

I liked doing **Speak and Shine** part.



I found this part easy.



For this part, I needed...





## WRITE AND SHARE

F. Read the announcement below.

The screenshot shows a web browser window with the address bar displaying 'www.yunusemrelowersecondary.school'. The website header includes navigation links: 'Our School', 'Projects', and 'e-Twinning'. Below the header, the text reads 'REPUBLIC OF TÜRKİYE MINISTRY OF NATIONAL EDUCATION' and 'VAN/İPEKYOLU - Yunus Emre Lower Secondary School'. A central announcement box with a yellow background and a red 'X' close button contains the following text:

**Preparing a Recipe Book with Cooking Videos**

We are preparing a traditional recipe book.

- Send us a recipe from your country.
- Don't forget to record a **cooking video** for your recipe.

Email it to us by **23 May 2026**  
yunusemre@lowersecondary.school

1. Search the Internet for traditional dishes from different countries and choose one. Then complete the visual below according to your choice.

**Country:**

**Name of the meal:**

**Tick the appropriate type for your meal:**

A main dish       A starter       A dessert       A drink

**Ingredients:**

**Tools:**

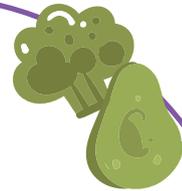
2. Write the recipe for your dish using at least 5 sentences.



The conversation between Yoko and the chef in *Exercise D in Discover Grammar and More* part can help you with your writing.



# RECIPE



Handwriting practice area with ten horizontal dashed lines for writing a recipe.



**Useful words:** Add, boil, cook, cut, fry, heat, mash, mix, prepare, serve, slice and wash.

3. Check your writing and complete the form below.

	Self-Assessment Checklist	
	YES	NO
I filled out the survey suitable for my choice.	<input type="checkbox"/>	<input type="checkbox"/>
I read the conversation between Yoko and the chef in <i>Discover Grammar and More - Part D</i> .	<input type="checkbox"/>	<input type="checkbox"/>
I prepared my recipe using my answers from the survey.	<input type="checkbox"/>	<input type="checkbox"/>
I used the words in the useful words box.	<input type="checkbox"/>	<input type="checkbox"/>
I wrote at least ten sentences.	<input type="checkbox"/>	<input type="checkbox"/>
I was careful with spelling and punctuation.	<input type="checkbox"/>	<input type="checkbox"/>



## Assess Yourself and Check Your Progress

Time to think about my work today!

Colour one icon in each line.

I liked doing **Write and Share** part.



Yes



No



Not Sure

I found this part easy.



Yes



No



Not Sure

For this part, I needed...



peer support



teacher support



a book/a dictionary/  
the Internet



## SPEAK AND SHINE

G. Remember the announcement below and do the exercises.

The screenshot shows a web browser window with the address bar displaying [www.yunusemrelowersecondary.school](http://www.yunusemrelowersecondary.school). The website header includes navigation links for "Our School", "Projects", and "e-Twinning". Below the header, the text reads "REPUBLIC OF TÜRKİYE MINISTRY OF NATIONAL EDUCATION" and "VAN/İPEKYOLU - Yunus Emre Lower Secondary School". A central announcement box with a close button (X) contains the following text:

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Email it to us by **23 May 2026**  
[yunusemre@lowersecondary.school](mailto:yunusemre@lowersecondary.school)

1. Prepare the ingredients for your recipe in *Write and Share* part. Record a video while you are cooking. In the video, explain each step of the process.

### LANGUAGE USE BOX

#### Introduction

- Hello, I'm ----.
- Today I am making ----.
- -----

#### Ingredients

- The ingredients are ----.
- -----

#### Steps

- First, I ----.
- Second, ----.
- -----

#### Ending

- The meal is ready.
- Thank you for watching etc.
- -----

### VIDEO RULES

- ✓ Your video should be at least 5 minutes long.
  - ✓ Speak slowly and clearly.
  - ✓ Don't read directly from script or paper.
  - ✓ Show all the ingredients and steps in the video.
  - ✓ Try to use the clues in Language Use Box.
- \*A family member can help you during the cooking process.*

2. Watch your recording and complete the form below.

 <b>Self-Assessment Checklist</b>		
	YES	NO
I used the clues in the language use box.	<input type="checkbox"/>	<input type="checkbox"/>
I clearly showed all the ingredients and steps.	<input type="checkbox"/>	<input type="checkbox"/>
My video is at least 5 minutes long.	<input type="checkbox"/>	<input type="checkbox"/>
I followed all the video rules.	<input type="checkbox"/>	<input type="checkbox"/>
I was careful with pronunciation.	<input type="checkbox"/>	<input type="checkbox"/>
I got help from a family member when I needed.	<input type="checkbox"/>	<input type="checkbox"/>



## Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

I liked doing **Speak and Shine** part.



I found this part easy.



For this part, I needed...



