T.C. MİLLÎ EĞİTİM BAKANLIĞI | TEMEL EĞİTİM | ÖĞRENCİ ÇALIŞMA KİTABI

ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ
GENEL MÜDÜRLÜĞÜ

TÜRKİYE YÜZYILI MAARİF MODELİ

İNGİLİZCE

6. SINIF

I. DÖNEM ÖĞRENME ETKİNLİKLERİ

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I. DÖNEM ÖĞRENME ETKİNLİKLERİ

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



İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

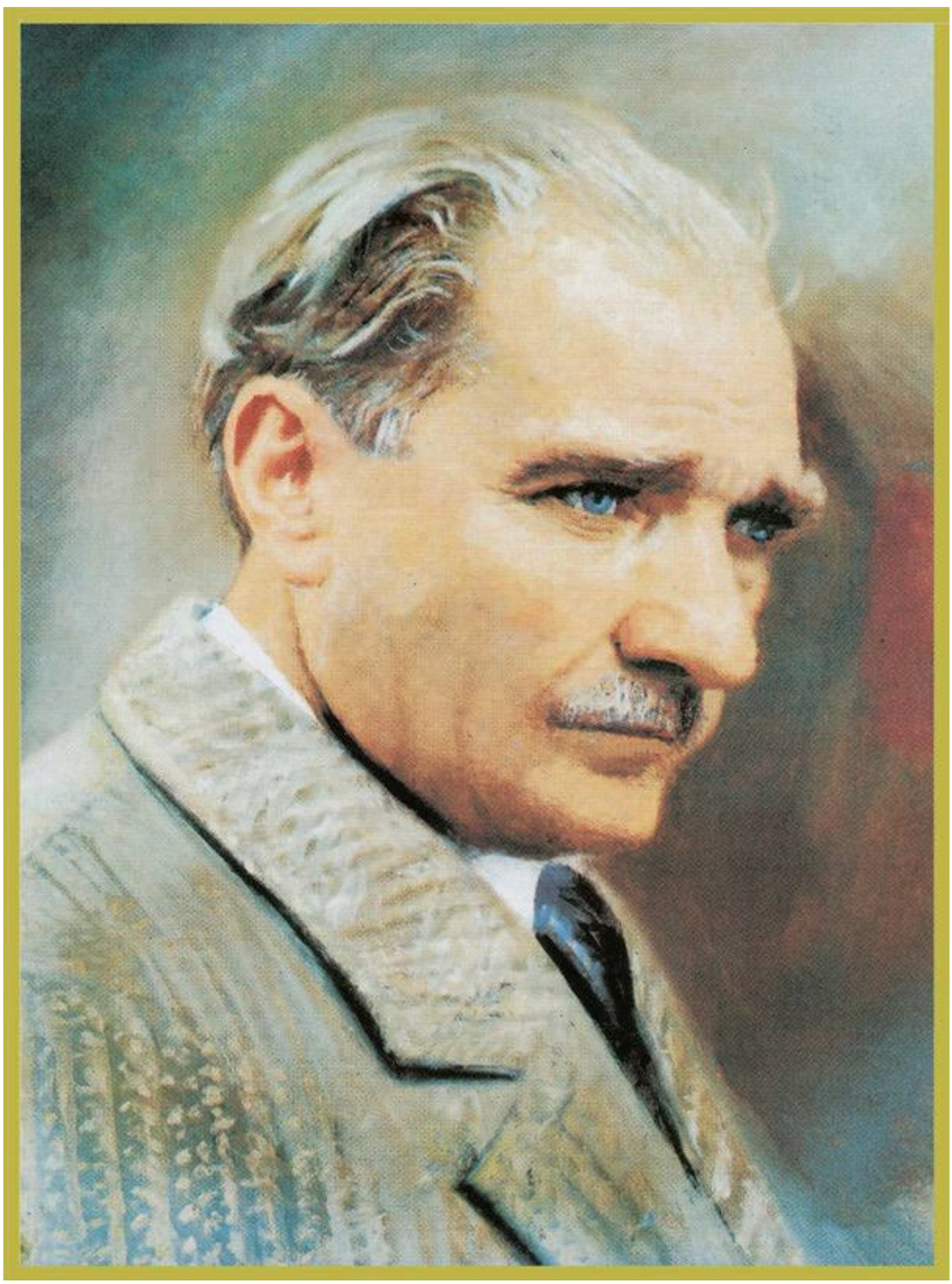
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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THEME 1

School Life

READ AND LEAD

A. The radio team of Atatürk Lower Secondary School is having their weekly meeting.

1. Look at the visual and answer the questions.



a. Where are they?

b. What can you see on the table?

c. What do you think they are preparing?

d. Do you want to be a member of a school radio team?

B. The School Radio is a place for students to share news and information in Atatürk Lower Secondary School. Read the text below, and do the exercises.

The students in the school radio team meet every Tuesday after lessons. Students prepare programmes about school life, daily routines, and special days. Ms Gökçen is their radio adviser. She manages and supports the team.

Ece is the leader of the radio team. She plans the programmes and helps everyone follow the plan.

Alp asks students about their school routines. He wants to learn about some school routines, like greeting teachers, following classroom instructions, and packing schoolbags before school. Canan counts the answers and presents the results in numbers. She also prepares short announcements for the school radio.

Mete interviews helpful people at school. He asks them about their roles and responsibilities. He also takes notes and gives them to Duru. She listens to the interview recordings carefully and prepares texts before broadcast. She supports Mete when he needs help.

Ece prepares a programme about a regular school day. Students greet their teachers before lessons and follow their instructions carefully. They study, read, play, and spend time with their friends. The radio team talks about these school routines and adds suitable music and sound effects to the programme.

İpek volunteers as a guide at the Republic Day exhibition. She welcomes visitors and shows them around. She also reports about the exhibition for the school radio. Bora prepares a short speech for the school ceremony. The ceremony starts with the national anthem, and students celebrate Republic Day cheerfully. The choir is always in the spotlight during the Republic Day celebrations!

1. Answer the questions.

a. When does the school radio team meet?

b. What does the school radio help students share?

c. Who is leader of the school radio team?

d. Do all the team members have the same responsibilities? Give two examples from the text.

2. Read the text again and write "T" for true, "F" for false sentences.

a. Ms Gökçen prepares all the work herself. .....

b. Alp asks students questions about their school routines. .....

c. Mete interviews helpful people about their roles and responsibilities. .....

d. Duru prepares a short speech for the school ceremony. .....

e. İpek welcomes visitors to the Republic Day exhibition. .....

f. The students only talk about school routines on the radio. .....

3. Read the situations in the visual below, and find who can help you in the radio team. Write the correct name.

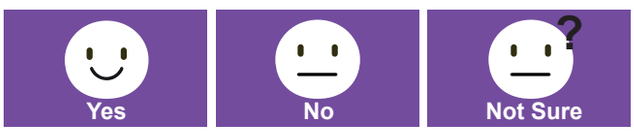


Assess Yourself and Check Your Progress

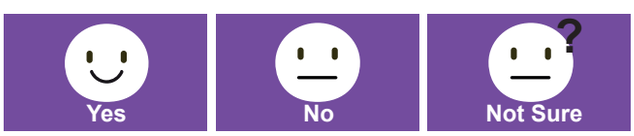
Time to think about your work today!

Colour one icon in each line.

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



I found this part easy.



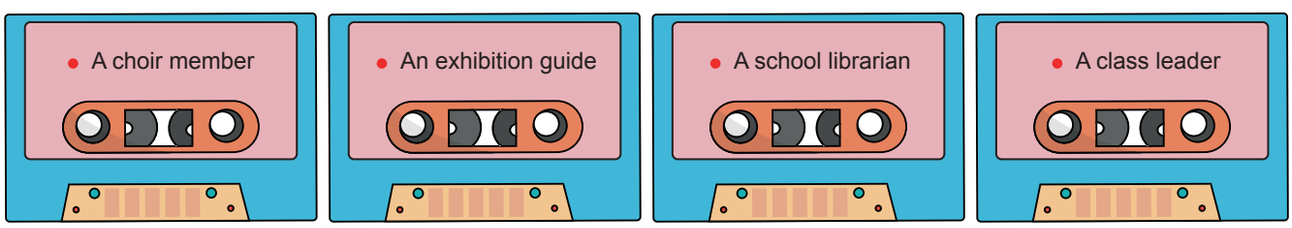
For this part, I needed ...



LISTEN AND GROW

C. Mete, one of the school radio team members, is interviewing some people in the school. Scan the QR code to listen to the interviews and do the exercises.

1. Listen and put the speakers in the correct order. One speaker is Extra.



---------- ---------- ---------- ----------

2. Listen to the audio again and tick (✓) the two ideas that are true for all three speakers.

a. They talk about books. ☐	**d.** They talk about helping and supporting people at school. ☐
b. They talk about things they regularly do at school. ☐	**e.** They prepare for Republic Day. ☐
c. They give clear instructions to students. ☐	**f.** They practise after lessons. ☐

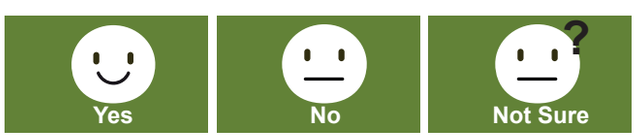


Assess Yourself and Check Your Progress

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...



DISCOVER GRAMMAR AND MORE

D. Alp asked the students some questions in a survey. Canan collected the survey results and counted the answers. She wrote some notes and then turned them into a short text. Look at the visual below, and do the exercises.

School routines and most popular answers

- pack the school bag the night before
- greet teachers and friends
- come to school on time
- listen to the teacher carefully
- raise a hand to speak
- keep the classroom clean
- join school clubs and activities
- do science lab activities
- sit on the favourite spot and chat with friends
- throw rubbish on the floor

"Hello everyone! Here are the results of our survey. Let's see what most students said about their routines:

First, our students **always** greet their teachers and friends cheerfully, and they **always** raise their hands to speak in class.

Most of our classmates **usually** listen to the teacher carefully during lessons, and they **usually** join school clubs and activities after school.

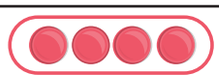
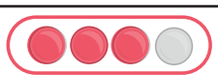
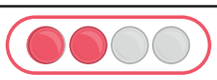
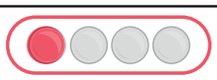
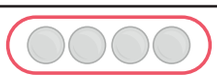
For some habits, the most popular answer is **often**. Students **often** pack their school bags the night before, come to school on time, and sit in their favourite spots and chat with friends during the breaks.

They **sometimes** keep the classroom clean, and they **sometimes** do science lab activities. We can definitely do more science experiments!

Finally, most of the students **never** throw rubbish on the floor. Our school is very clean!

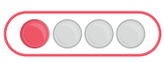
Thank you for participating in our survey, and stay tuned!"

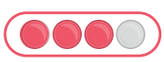
1. Look at the notes and read the text. Match each picture with the correct bold word. Complete the table as in the example.

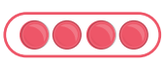
				
Always				

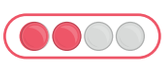
2. Here are some answers from Melis, one of the students in the survey. Look at the notes below, and write complete sentences.

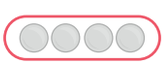
How often do you ...

pack the school bag the night before? 

listen to the teacher carefully? 

do science lab activities? 

sit on the favourite spot and chat with friends? 

throw rubbish on the floor? 

-
-
-
-
-

3. Write 5 sentences about your own school routines using the frequency adverbs in the text in *Exercise D.1.*

-
-
-
-
-

E. Ece, one of the team members, is preparing for her radio programme. Read her notes, and circle the correct object pronoun.

a. Teachers give instructions in class, and students follow **them/it** carefully.

b. Mr Demir is in the classroom. We listen to **him/her** attentively.

c. Ece is in the library. We can ask **me/her** about the books.

d. The classroom is clean because we always organise **it/them.**

e. Our radio team has a new programme today. Listen to **you/us** after the lessons.



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.

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

EXPLORE AND USE WORDS

F. Here are some popular words and phrases this week on School Radio. Look at the word cards and do the exercise.

1. Read the word cards, and write them under the correct headings.

be a helpful leader	a school ceremony	care for the team	greet teachers
celebrate Republic Day	come to school on time	follow the instructions	pack a schoolbag
make a speech	support classmates	the national anthem	help organise school events

School Roles and Responsibilities	School Routines	National Days and Celebrations
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____



Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

I liked **Explore and Use Words** 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. Imagine you will broadcast a short programme on the Atatürk Lower Secondary School Radio, and do the exercises below.

1. Answer the questions below to plan your radio speech.

a. What are your school routines?

I always ----------.

b. What do you usually do before coming to school?

I usually ----------.

c. What are your responsibilities at school?

I ----------.

d. Which national day do you celebrate at your school?

We celebrate ----------.

e. What is your special role or activity during this celebration?

I ----------.

2. Look at your answers and speak for at least 2 minutes. Record your voice.

LANGUAGE USE BOX

- Hello! My name is …
- I am in year …
- I want to tell you …
- I always …
- I am responsible for …
- We celebrate …
- My special role is …
- Thank you for …
- Have a nice day!/ Enjoy your day!

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

	**Self-Assessment Checklist**	
	YES	**NO**
I answered all the questions in the form.		
I started my speech with a greeting.		
I spoke for 2 minutes.		
I used the expressions in the language use box.		
I was careful with pronunciation while speaking.		
I ended my speech with a nice closing expression.		

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.

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

WRITE AND SHARE

H. You are preparing an invitation card for the Republic Day celebration at your school. Look at the the form, follow the instructions, and prepare your card.

1. Complete the form below.


Date :



Time :

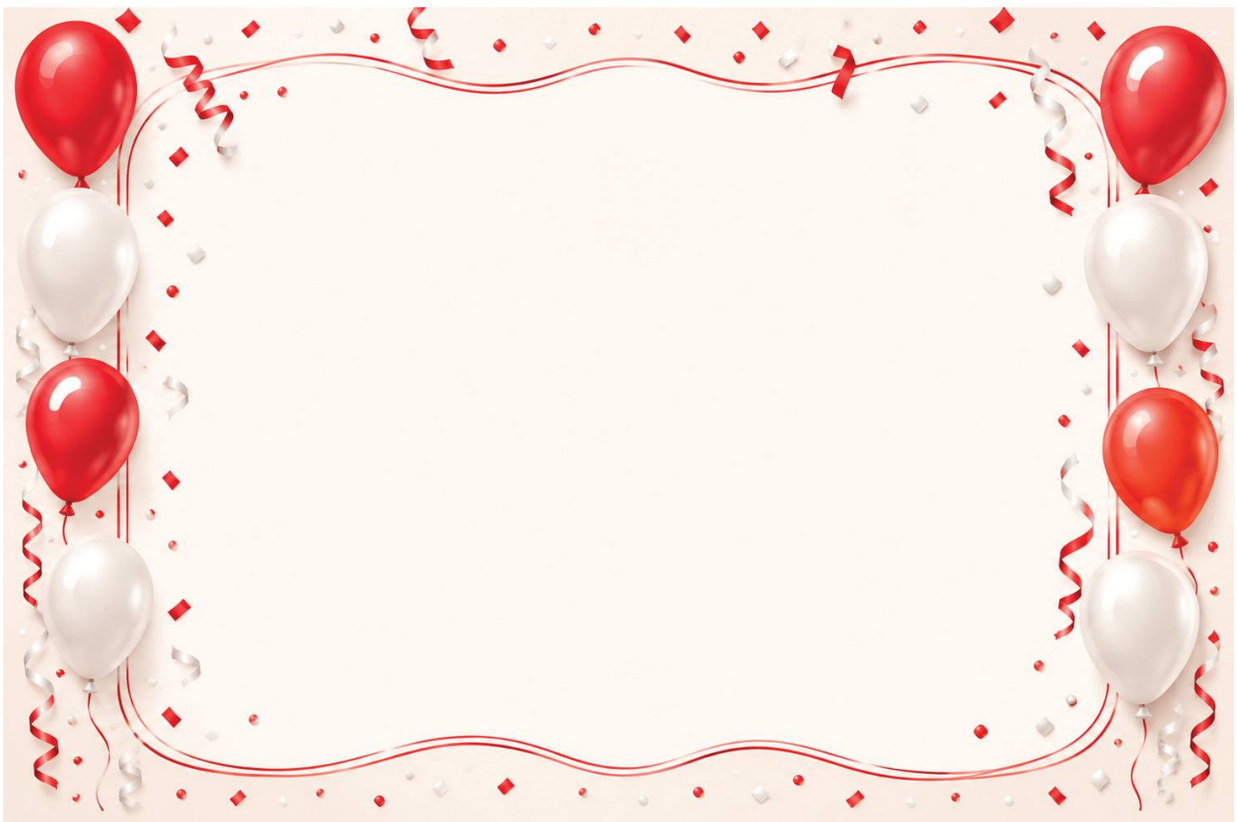

Place :


Activities :

2. Prepare your invitation card using all the information in the form above.

Instructions

- ✓ Start with a nice title.
- ✓ Write the date, time and place clearly.
- ✓ Include information about the activities.
- ✓ Write at least 5 sentences.
- ✓ Be careful with your spelling and punctuation.



3. Look at your invitation card and complete the form below.

	Self-Assessment Checklist	
	YES	**NO**
I started with a nice title.		
I used all the information in the form.		
I gave clear information about the celebration.		
I wrote at least five sentences.		
I was careful with spelling and punctuation.		

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

Scan the QR Code for answers.



THEME 2

Classroom Life

READ AND LEAD

A. Do the survey and find out your learning style.

What Kind of Learner Are You?

Choose and count your answers!

1. In an English lesson, I like...
   A. working alone.
   B. working with my friends.



2. When I learn new words, I like...
   A. reading them in a text.
   B. playing a word game.



3. For a class project, I like...
   A. making a poster.
   B. giving a presentation.



4. After school, I prefer...
   A. studying on my own.
   B. studying with a friend.



5. In the classroom, I enjoy...
   A. writing activities.
   B. speaking activities.



6. When I have a difficult task, I...
   A. try it alone first.
   B. discuss it with my friends.



Mostly A

The Independent Learner

You like working and studying by yourself.

Mostly B

The Team Learner

You like sharing ideas and learning with others.

Half A and Half B

The Flexible Learner

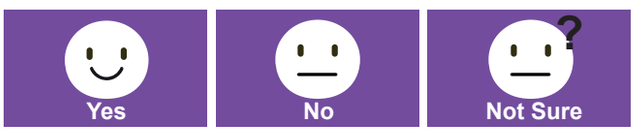
You enjoy different ways of learning.

Assess Yourself and Check Your Progress

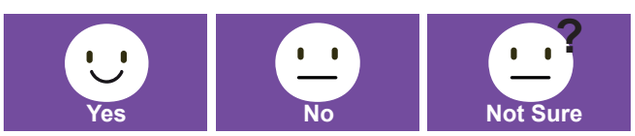
Time to think about your work today!

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. Students from different countries are working together on an eTwinning project. The project coordinator posts an announcement. Scan the QR code to listen to the announcement, and do the exercises.

1. Listen to the audio and tick (✓) the things you hear.

- ☐ favourite learning activities
- ☐ daily activities
- ☐ study habits
- ☐ activities with classmates
- ☐ school trips
- ☐ pair or group work
- ☐ school rules
- ☐ classroom games
- ☐ outdoor activities
- ☐ interview a friend

2. Listen to the audio again and answer the questions below.

a. What is the announcement about?

b. Which week of the project is it?

c. How many main tasks do the students have this week?

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

READ AND LEAD

C. Students on the project share posts about classroom life and learning activities. Read the posts and do the exercises.



Hello! I'm Ayşe from Türkiye. We do many different learning activities in our classroom. In English class, we learn new words and practise speaking. We also do short tests to check what we learn. I got full marks on my last English test! We sometimes play word games and work in pairs. We also share our ideas with our classmates. My favourite activity is speaking practise because I like speaking English with my friends.



Hi! I'm Marco from Italy. I really like Maths lessons. We solve different problems and check our answers together. Sometimes we work in pairs, and sometimes we work in groups. Our teacher gives us fun maths games, too. We help each other and learn new ways to solve problems. My favourite activity is working in groups because we can share our ideas.



Hello, friends! I'm Sofia from Spain. Art is my favourite subject because we can be creative. We draw pictures, make posters and create things with our classmates. We sometimes work in groups and share our ideas. But this week, I am making a poster alone. I love art activities most because they are fun and we can use our imagination.



Hello! My name is Burak from Turkish Republic of Northern Cyprus. I like Science lessons because we learn new things by doing activities. We sometimes do simple experiments and observe what happens. We work in pairs and share our ideas with the class. We also write our results and talk about them together. My favourite activity is doing experiments because learning by doing is fun.

1. Complete the table according to the students' posts.

Find someone who …	Name(s)
practises speaking	
does experiments	
solves maths problems	
works in groups	
makes a poster	
plays word games	
draws pictures	
shares ideas with classmates	

2. Read the posts again and answer the questions.

a. How many school subjects are there in the text?

b. Write the students' favourite activities.

- **Ayşe:**
- **Sofia:**
- **Marco:**
- **Burak:**

c. Which student is talking about her/his success?

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

a. Ayşe practises speaking alone in her English class.

b. Marco and his friends always solve problems in the same way.

c. Sofia is making a poster in pairs this week.

d. Burak learns new things by writing notes in his science class.

e. Two students talk about learning a foreign language.



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.

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

DISCOVER GRAMMAR AND MORE

D. Ayşe interviews her friend Melis about her daily and study routine. Below is a part of their conversation. Read the conversation and answer the questions.

Ayşe: Hi, Melis! Can I ask you about your daily and study routine for our eTwinning project?
Melis: Sure!
Ayşe: What time do you usually get up?
Melis: I usually get up at seven o'clock.
Ayşe: You go to school at eight every day, **don't you?**
Melis: Yes, I do.
Ayşe: What do you usually do after school?
Melis: I usually go home and do my homework in my room. I study English three times a week.
Ayşe: Your sister studies English too, **doesn't she?**
Melis: Yes, she does. We sometimes study together. But today is different.
Ayşe: What are you doing today?
Melis: I am studying in the school library with my friends. We are preparing an English project.
Ayşe: Your friends are making a poster, **aren't they?**
Melis: Yes, they are. I am searching for information about our project.
Ayşe: That sounds fun!

1. Look at the bold expressions and answer the question.

● **Why does Ayşe use these short questions?**

a. Asking for new information.

b. Confirming information or actions.

2. Complete the sentences below as in the example.

a. You usually do your homework after school, **don't you?**

b. He usually reads before bedtime, ----------?

c. You are reading a book now, ----------?

d. They study together after school, ----------?

e. Your teacher is explaining the activity, ----------?

f. They are working in groups, ----------?

3. Read each situation and use a *"question tag"* to ask for confirmation.

a. You see pencils on your friend's desk. They look new.

b. Your classmate is playing a word game. You think s/he is enjoying it.

c. Your classmate tells you that the English test is on Friday. You want to check.

d. You think the school library closes at 5 p.m., but you are not sure.

E. After the interview, Ayşe shares what she learns about Melis's routine with the eTwinning group. Read the text and do the exercises.

Home Blog Sign in



Hi everyone! Yesterday, I asked my friend Melis about her daily and study routine. Now I want to tell you about her day.

Melis usually **gets up** at 7 o'clock. She **has breakfast** with her family and **goes to school** at 8. After school, she usually **goes home** and **does her homework**. In the evening, she usually **reads books** or **watches TV.**

But today is different. Melis **is not studying** at home today. She **is studying** at the school library with her friends. They **are preparing** a project for their English class. Melis **is reading** some information and her friends **are making** a poster. She usually **studies alone,** but today she **is working** with her friends.

It is a busy day for Melis, but she **is having** fun!



1. Complete the table with the bold expressions in the text.

Actions happening right now	General truths, habits, routines

2. Complete the sentences with the correct answers.

- Melis ---- new words in English class every day.
  a) learns b) is learning
- She ---- with her friends today.
  a) works b) is working
- Melis and her friends ---- on their English project right now.
  a) work b) are working
- She ---- breakfast with her family every morning.
  a) has b) is having
- After school, she usually ---- her homework in her room.
  a) does b) is doing
- Melis and Ayşe ---- on their project in the library on Fridays.
  a) study b) are studying

3. Answer the questions.

a. What are you doing right now?

b. What do you do on Sundays?

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.

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

EXPLORE AND USE WORDS

F. The project coordinator shares a word cloud with the most common expressions from this week's eTwinning posts.

1. Look at the world cloud and do the exercise below.



a. Ayşe is very ----------. She has great ideas.

b. After a tiring school day, I have a ----------.

c. Let's ---------- from 100 to 500.

d. Please ---------- your ideas with the class.

e. We usually work ---------- on our eTwinning project.

f. I can finish this task ----------.

g. Ali and Ece work as a ---------- in this project.

h. I write in my ---------- every evening.

i. Students ---------- before they share their ideas with the class.

j. I always ---------- the new words after English lessons.

k. Marco does ---------- on animals for his project.

l. I sometimes read silently, and sometimes I prefer to ----------.

m. Our maths teacher plans a fun classroom ----------.



Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

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

Yes | No | Not Sure

I found this part easy.

Yes | No | Not Sure

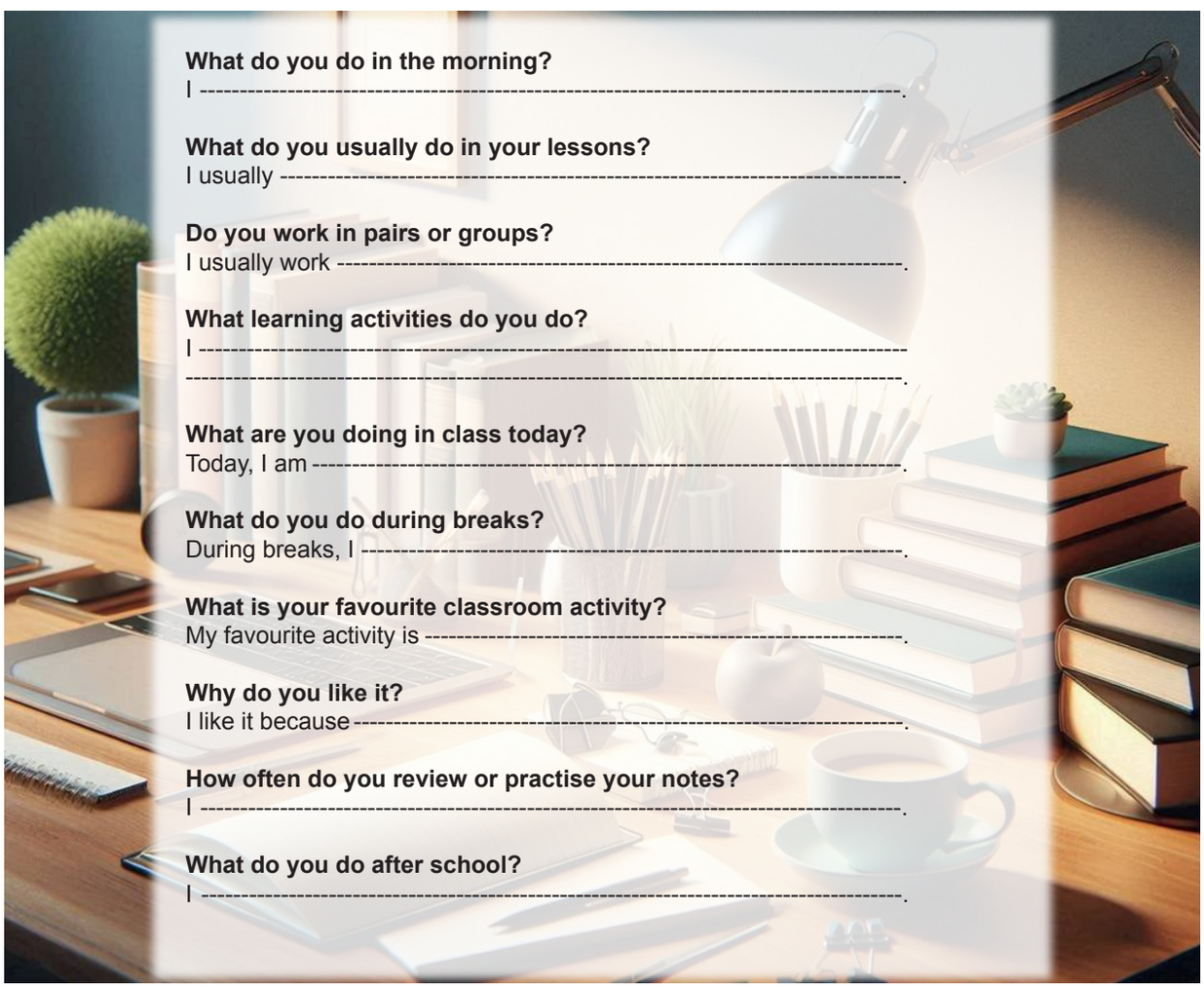
For this part, I needed...

peer support | teacher support | a book/a dictionary/ the Internet

WRITE AND SHARE

G. Imagine that you are one of the project partners and your task is to write a paragraph about your classroom life.

1. Complete the form below.



What do you do in the morning?
I ----------.

What do you usually do in your lessons?
I usually ----------.

Do you work in pairs or groups?
I usually work ----------.

What learning activities do you do?
I ----------
----------.

What are you doing in class today?
Today, I am ----------.

What do you do during breaks?
During breaks, I ----------.

What is your favourite classroom activity?
My favourite activity is ----------.

Why do you like it?
I like it because ----------.

How often do you review or practise your notes?
I ----------.

What do you do after school?
I ----------.

2. Write a paragraph of at least ten sentences. Include all the parts in the form above.



3. Check your writing and complete the form below.

	Self-Assessment Checklist	
	YES	**NO**
I wrote at least ten sentences.		
I wrote about my morning routine.		
I wrote about what I usually do in my lessons.		
I talked about working in pairs or groups.		
I included different learning activities.		
I wrote about what I am doing in class today.		
I wrote about my favourite classroom activity and explained why I like it.		
I used frequency expressions correctly.		
I was careful with spelling and punctuation.		

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

H. The project coordinator shares "Guess the Number" game with students to play in their classes.

1. Look at the game and play it with your friends.

Guess the Number Game

How to Play

1. Divide the class into groups.
2. One student writes a number on a small piece of paper.

   The number can be a cardinal number (192, 268, 394...)
   or an ordinal number (14th, 37th, 41st...).
3. The student does not show the number to the other students.
4. One student from each group comes to the front in turns.
5. The student with the paper says:

   "It is a cardinal number." or "It is an ordinal number."
6. One student from each group guesses the number.
   Each student has one guess.
7. The student shows the number on the paper.
8. The students with the closest guess wins 5 points for their group.
9. When everyone plays, count the points.
   The group with the most points wins!



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...



Scan the QR Code for answers.



THEME 3

Personal Life

LISTEN AND GROW

A. Mia and Alex are writers for a magazine for young people. They are going for a run in a park on Saturday morning and talking about their new project. Scan the QR code to listen to their conversation and do the exercises.

1. Listen to the audio and tick (✓) the activities you hear.



☐ riding a bike



☐ warming up



☐ drinking water



☐ playing football



☐ avoiding sun



☐ roller skating



☐ swimming



☐ eating healthy food

2. Listen to the dialogue again, and choose the correct option.

- **Why do Alex's knee and ankle hurt?**

a. Because his trainers are too small.

b. Because he fell on the grass.

c. Because he started running too fast.

- **How long does Alex run?**

a. 10 minutes.

b. 20 minutes.

c. 30 minutes.

- **Which one is NOT in their health guide?**

a. clothes

b. sleep

c. weather

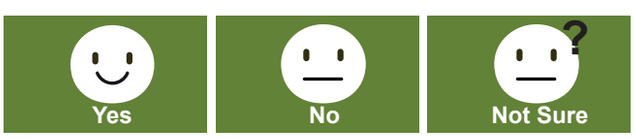


Assess Yourself and Check Your Progress

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

B. There are some mistakes with the words in the new magazine page. Do the exercises to help the editors.

1. Look at the visuals. Complete the sentences below with the correct words.



a. Ben has a pain in his ---------- after eating too much pizza.

b. Ella is a ---------- girl. She always eats lunch with her friends.

c. Alex is ---------- on his homework.

d. Melissa helps Sam carry his heavy school bag. She is ----------.

e. Mia is wearing a ---------- around her neck.

f. Students are waiting in the canteen queue. They are ----------.

g. Lily is opening her ---------- to pay for a snack.

h. Sam is holding his new pair of ----------.

i. Noah solves difficult puzzles very quickly. He is a ---------- student.

j. Emma is showing her ---------- on her wrist.

k. Tom hurts his ---------- in PE class.

l. Mert is organising his clothes. He is ----------.

2. Put the words in the correct category.

swimsuit	ankle	wallet
leg	patient	stomach
polite	heart	helpful
trainers	necklace	skin
organised	caring	clever
bracelet	tights	knee





Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

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

Yes | No | Not Sure

I found this part easy.

Yes | No | Not Sure

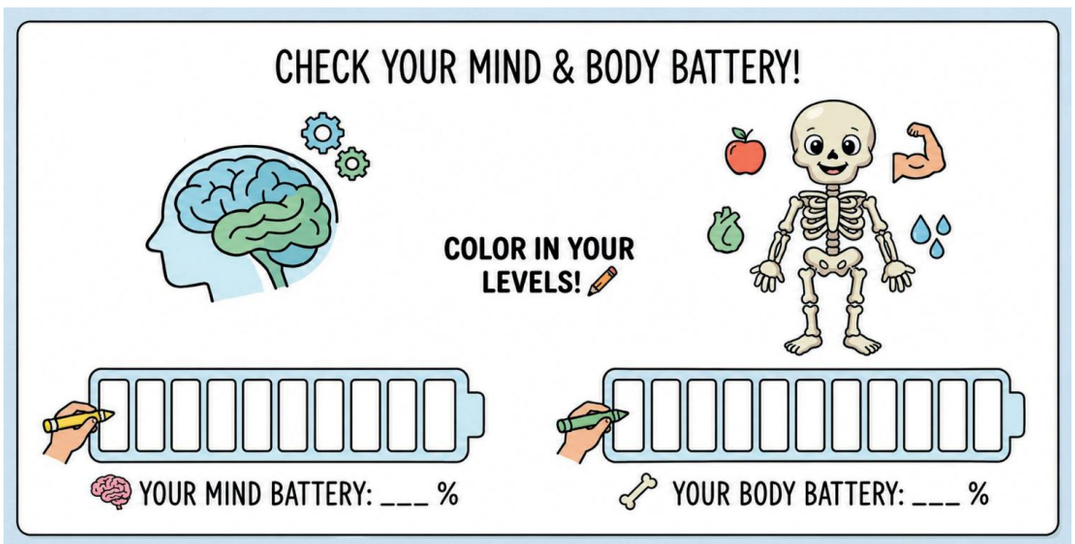
For this part, I needed...

peer support | teacher support | a book/a dictionary/ the Internet

READ AND LEAD

C. Look at the visual and do the exercises below.

1. How are you feeling today? Think and colour your body and mind batteries below.



2. What makes your battery go down?

- ☐ Too much screen time
- ☐ Not sleeping enough
- ☐ Too much homework
- ☐ Other: ----------

3. What recharges your battery?

- ☐ Sports
- ☐ Healthy food
- ☐ Good sleep
- ☐ Spending time with friends
- ☐ Other: ----------

D. Read the health guide in the Teen Life magazine, and do the exercises.

Your Body & Mind: A Big Team

Welcome to Teen Life magazine. Do you know that your personality, your body, and your lifestyle are all connected? They work together like a great team.

First, your personality can affect your daily habits. It is easier to plan the day for organised and tidy people. They can also stay focused and patient while studying. But the mind needs a healthy body, too. As people say, “A healthy mind is in a healthy body.”

Exercise is great for young people. When you do sports, your heart pumps more blood and your muscles get stronger. But remember, safety is important! You shouldn’t start exercising too fast because you can hurt your knees or ankles. It is better to start slowly and keep a regular pace. You should also eat healthy food to keep your body strong.

Your sports clothes are important, too. Always wear a comfortable sports kit and good trainers. After sports, take off your wet clothes and drink plenty of water.

Finally, your lifestyle connects everything. Don’t give up when you feel tired or weak. Light exercise, sports, healthy food, and good sleep can help your body and mind feel better.

Remember: Your body and mind work as a team. Take care of yourself and enjoy your life!

4. Read the sentences and match the halves.

I. Eating healthy food	☐ **a.** helps you plan your day.
II. Always wear a sports kit and trainers	☐ **b.** your heart pumps more blood.
III. When you do sports	☐ **c.** to feel comfortable during exercise.
IV. After doing sports	☐ **d.** take off wet clothes and drink water.
V. Being organised and tidy	☐ **e.** helps keep your body strong.

5. Read the text and answer the questions.

a. Why is a healthy body important for your mind?

b. What happens when you exercise too fast at the beginning?

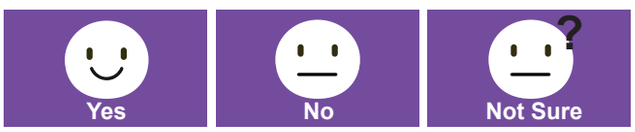
c. What can help your body and mind feel better?

Assess Yourself and Check Your Progress

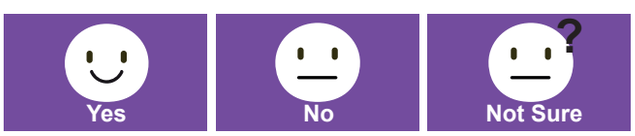
Time to think about your work today!

Colour one icon in each line.

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



I found this part easy.



For this part, I needed ...



DISCOVER GRAMMAR AND MORE

E. Teen Life magazine is preparing a new "Meet the Team" page. Read the writers' conversations and do the exercises.

Mia : We're preparing the "Meet the Team" page. Let's talk about ourselves! I'm 10 years old.

Alex : I'm 11 years old.

Sam : I'm 12, so I'm the oldest!

Mia : What about our height? I'm 150 cm tall.

Sam : I'm 155 cm tall.

Alex : I'm 160 cm tall. I'm the tallest.

Mia : What time do you wake up? I wake up at 08:00.

Sam : I wake up at 07:30.

Alex : I wake up at 07:00. I wake up the earliest.

Mia : Let's check our English grades. My grade is 95.

Sam : My English grade is 90.

Alex : And my English grade is 80.

1. Complete the table with the information above.

	Mia	Alex	Sam
age			
height			
wake-up time			
grades			

2. Complete the sentences to compare the writers.

a. Sam is ---------- (old) than Alex. Mia is the ---------- (young).

b. Alex is ---------- (tall) than Sam. Mia is the ---------- (short).

c. Sam wakes up ---------- (early) than Mia. Alex wakes up ---------- (early).

d. Alex's English grade is ---------- (bad) than Sam's. Mia's English grade is the ---------- (good).

3. Imagine you are the 4th member of the Teen Life magazine. Write 3 sentences comparing yourself to someone on the team.

a. ----------

b. ----------

c. ----------

F. Read the conversation and do the exercises.

Mia : Look at our new team photos! Alex, you have got a great look today.

Sam : Thanks! I have got a new cap and a red watch. What about you, Mia? Are your shoes new?

Mia : No, they aren't. I haven't got something new today. But I like my yellow shirt and glasses. They look perfect in the photo.

Alex : You are right. And I have got my favourite jacket. Look, it has got two big pockets!

Sam : Wait, whose glasses are those on the chair? I haven't got glasses today.

Mia : Oh, those are mine. And whose notebook is on the desk?

Sam : That's mine. We are a bit messy today.

1. Tick the correct box.

We use *"whose"* to ask about …

☐ personality

☐ belongings

☐ appearance of something

2. Complete the sentences with *"have got"* or *"has got"*.

a. Alex ---------- a new cap and a red watch.

b. Sam ---------- a jacket with two big pockets.

c. Mia ---------- a yellow shirt and glasses in the photo.

d. The team members ---------- different clothes.

3. Look at the answers and write questions with *"Whose"*.

e.g.
Q: Whose red watch is this?
A: It's Alex's watch.

Q: ----------?
A: These are Mia's glasses.

Q: ----------?
A: It is Sam's blue jacket.

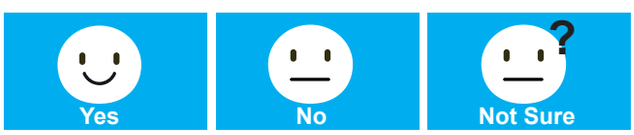
Q: ----------?
A: It is Alex's cap.

Assess Yourself and Check Your Progress

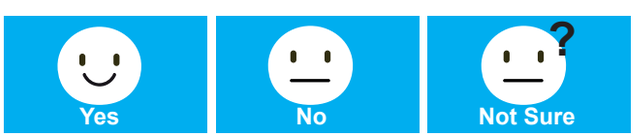
Time to think about my work today!

Colour one icon in each line.

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



I found this part easy.



For this part, I needed...





WRITE AND SHARE

G. Imagine you are a guest writer for Teen Life magazine this month, and do the exercises.

1. Fill in your Guest Writer Profile Card.

Writer's Photo

GUEST WRITER PROFILE CARD

Name : ----------

Age : ---------

Interests : Sports ☐ Health ☐ Fashion ☐
Art ☐ Travel ☐ Games ☐

My personal traits : ----------

My style : ----------
----

2. Write a paragraph of at least 10 sentences. Include all the information from your Guest Writer Profile Card. Use the expressions in the Language Use Box to help you.

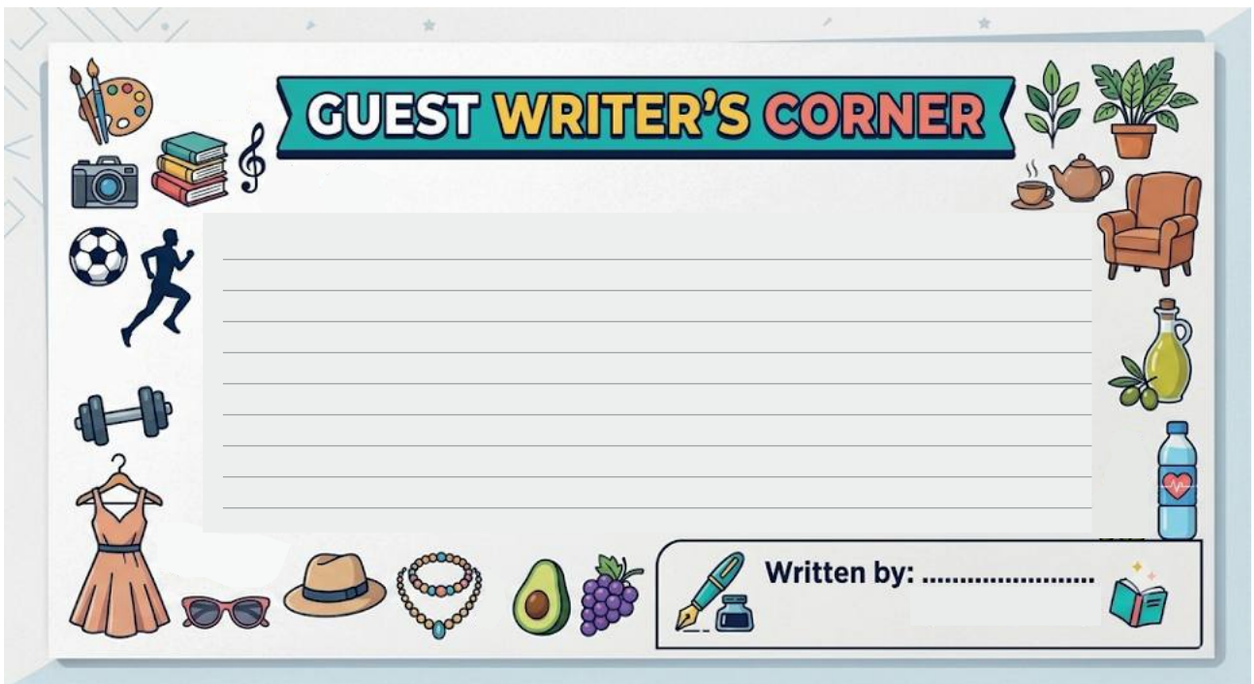
LANGUAGE USE BOX

Greeting & Introduction:
- Hi everyone! My name is...
- I am the guest writer for the...

Outfit & Accessories:
- I like wearing…
- I usually wear...
- I have got a cool/fancy...

Personality:
- My friends think I am very social/focused/organised.

Your advice:
- The most important thing for your mind/body is...
- Reading/Running is better than...



3. Check your writing and complete the form below.

	Self-Assessment Checklist	
	YES	**NO**
I started with a greeting.		
I introduced myself.		
I wrote about my outfit and accessories.		
I described my personality.		
I gave advice about a healthy body or mind.		
I used *"should"* to give advice.		
I wrote at least ten sentences.		
I was careful with spelling and punctuation.		



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

H. Read the rules, look at the cards and play the game.

HOW TO PLAY

- Make two or more teams with your friends.
- Choose a card. Don’t show it to your friends.
- Describe the word on the card without using the words in the list.
- Your teammates have 30 seconds to guess.
- Your team gets 1 point for every correct guess.
- Complete the BONUS challenge for 1 extra point.
- Take turns.
- The first team who gets 10 points wins the game.

HEART

DON'T SAY:

- ◯ body
- ◯ blood
- ◯ chest

BONUS
Compare it with another body part.

KNEE

DON'T SAY:

- ◯ leg
- ◯ foot
- ◯ body

BONUS
Say one thing that is bigger or smaller than it.

ANKLE

DON'T SAY:

- ◯ leg
- ◯ foot
- ◯ body

BONUS
Say one thing that is bigger or smaller than it.

SKIN

DON'T SAY:

- ◯ body
- ◯ face
- ◯ touch

BONUS
Say something that is softer than skin.

TRAINERS

DON'T SAY:

- ◯ shoes
- ◯ feet
- ◯ running

BONUS
Compare them with another type of shoes.

NECKLACE

DON'T SAY:

- ◯ jewellery
- ◯ neck
- ◯ wear

BONUS
Compare it with a bracelet.

BRACELET

DON'T SAY:

- ◯ jewellery
- ◯ wrist
- ◯ wear

BONUS
Compare it with a necklace.

SPORTS BAG

DON'T SAY:

- ◯ bag
- ◯ carry
- ◯ pocket

BONUS
Compare it with a school bag.

SWIMSUIT

DON'T SAY:

- ◯ swimming
- ◯ beach
- ◯ water

BONUS
Compare it with another summer item.

TIGHTS

DON'T SAY:

- legs
- clothes
- wear

BONUS
Compare them with another type of clothes.

PURSE

DON'T SAY:

- money
- bag
- wallet

BONUS
Answer: Which is more useful: a purse or a wallet? Why?

CHAIN

DON'T SAY:

- neck
- jewellery
- metal

BONUS
Compare it with another piece of jewellery.

HELPFUL

DON'T SAY:

- help
- kind
- useful

BONUS
Answer: Why is being helpful important?

CARING

DON'T SAY:

- help
- people
- kind

BONUS
Compare caring behaviour with rude behaviour.

PATIENT

DON'T SAY:

- wait
- angry
- time

BONUS
Answer: Why is it good to be patient?

CLEVER

DON'T SAY:

- smart
- intelligent
- brain

BONUS
Answer: Who is the cleverest student in your group? Why?

ORGANISED

DON'T SAY:

- tidy
- books
- plan

BONUS
Answer: Why is being organised useful?

FOCUSED

DON'T SAY:

- concentrate
- attention
- work

BONUS
Answer: When is it important to be focused?

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...



Scan the QR Code for answers.



THEME 4

Family Life

READ AND LEAD

A. Emma is looking at a digital book about families all around the world.

1. Look at the visual and answer the questions.



a. What is the name of the book?

b. How many families are there in the visual?

c. What jobs can you see?

B. Emma clicks on the countries in the digital book and reads information about different families.

The Yılmaz Family



The Yılmaz family lives in Ankara, Türkiye. Mr Yılmaz is an engineer. He works for a company and checks machines. Ms Yılmaz is a cook and she cooks delicious meals at a restaurant. Their daughter, Selin, is a lawyer. Their son, Ali, is a university student.

The Smith Family



The Smith family lives in London, England. Mr Smith is a detective. He solves different cases. Ms Smith is a journalist. She writes news stories and visits different places every week. Their daughter, Clara, is a university student.

The Garcia Family



The Garcia family lives in Madrid, Spain. Mr Garcia is an author. He writes adventure books for children. Ms Garcia is a manager at a company. She plans the daily work. Their oldest son, Pablo, is an assistant in the same company. They also have twin daughters.

The Lee Family



The Lee family lives in Seoul, South Korea. Mr Lee is a reporter. He reports the news. His sister, Ms Lee, is a dentist. She takes care of her patients' teeth. Their grandmother lives with them and takes care of the house.

The Wilson Family



The Wilson family lives in Toronto, Canada. Mr wilson is a professor. He teaches Math lessons. Ms Wilson is a designer. She works for a company. She designs new products on her computer. They enjoy spending time together at the weekend.

1. Write the correct family name under each picture.



---------- ---------- ---------- ---------- ----------

2. Look at the text and complete the table as in the example.

Family Member	Job	Job Routine
e.g. Mr Yılmaz	*engineer*	*checks machines*
		solves different cases
Ms Smith		
		writes adventure books
Ms Garcia		
Mr Lee	reporter	
	dentist	takes care of patients' teeth
Mr Wilson		teaches maths lessons
	designer	

3. Look at the text and answer the questions.

a. Which family has two people working at the same company?

b. Where does Lee family live?

c. Who designs new products?

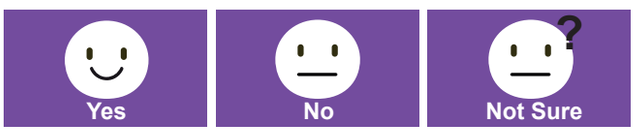
d. What do Ali and Clara have in common?

Assess Yourself and Check Your Progress

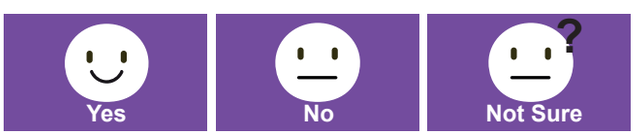
Time to think about your work today!

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

C. Emma clicks on the "Audio Recordings" section to listen to a recording from the Yılmaz family. Scan the QR code to listen and do the exercises.

1. Listen to the audio and tick (✓) the words you hear.

- ☐ living room
- ☐ flat
- ☐ kitchen
- ☐ bookshelf
- ☐ blanket
- ☐ mirror
- ☐ refrigerator
- ☐ chopping board
- ☐ pillow
- ☐ drawer

2. Listen to the audio again and write correct family member's name under each picture.







---------- ---------- ----------





---------- ----------

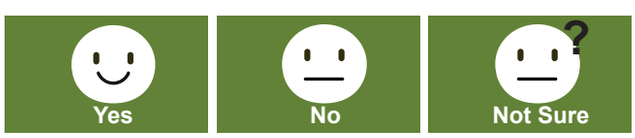


Assess Yourself and Check Your Progress

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...



DISCOVER GRAMMAR AND MORE

D. Emma clicks on the "Plans" section to read about the Garcia family.

The Garcia family is very excited. They **are moving** to a new apartment next Saturday. Their new home is bigger and it has three bedrooms.

Mr Garcia **is flying** to Barcelona tomorrow for his new job. His plane **takes off** at 9:30 tomorrow morning. He **comes back** at 8:00 on Friday evening. Ms Garcia **is meeting** the children's new teacher next week. The school **starts** in the first week of September. The children **are starting** their new school next week. The school bus **arrives** at 8:00 every morning. They are happy because they are ready for their new life.

1. Complete the table with the bold expressions in the text.

Scheduled Events	Planned Activities

2. Put the words in the correct order to make a complete sentences.

a. I / this weekend / my grandparents / am visiting

b. at 9:00 / The museum / this Saturday / opens

c. leaves / tomorrow / The train / at 7:15

d. We / next week / new furniture / are buying

e. this afternoon / The children / their new room / are cleaning

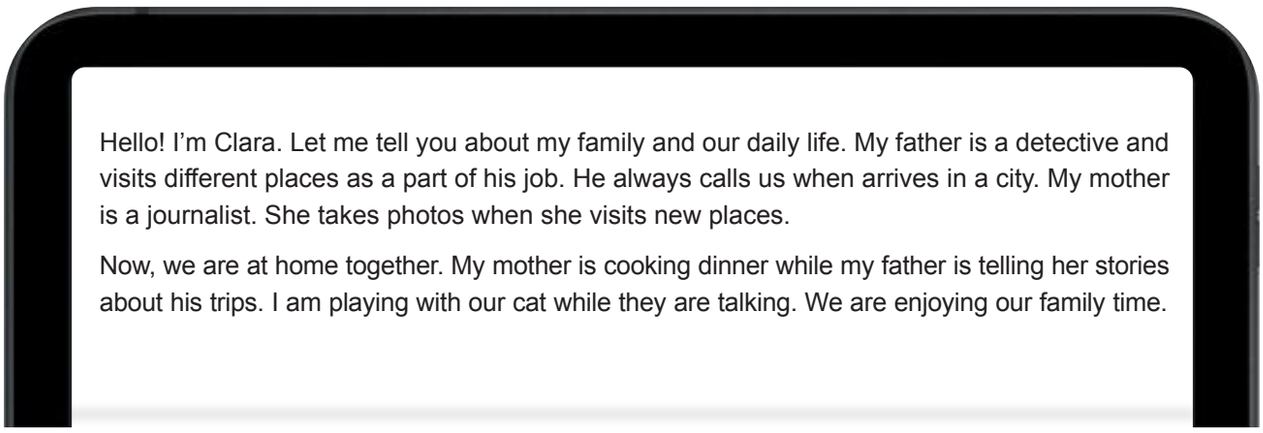
f. The movie / at 6:30 / this evening / starts

3. Write one sentence about a "planned activity" and one sentence for a "scheduled activity".

a.

b.

E. Emma clicks on the "Daily Routines" section to read about the Smith family.



Hello! I'm Clara. Let me tell you about my family and our daily life. My father is a detective and visits different places as a part of his job. He always calls us when arrives in a city. My mother is a journalist. She takes photos when she visits new places.

Now, we are at home together. My mother is cooking dinner while my father is telling her stories about his trips. I am playing with our cat while they are talking. We are enjoying our family time.

1. Read the text and circle the correct answer.

a. We use ---------- to talk about two actions happening at the same time.

● when ● while

b. We use ---------- to talk about two actions happen after another.

● when ● while

2. Complete the sentences with *"when"* or *"while"*.

a. My mother waters the flowers ---------- the weather is sunny.

b. The baby is sleeping ---------- his mother is reading a book.

c. The students are quiet ---------- the teacher is talking.

d. The bus leaves ---------- it is 8 o'clock.

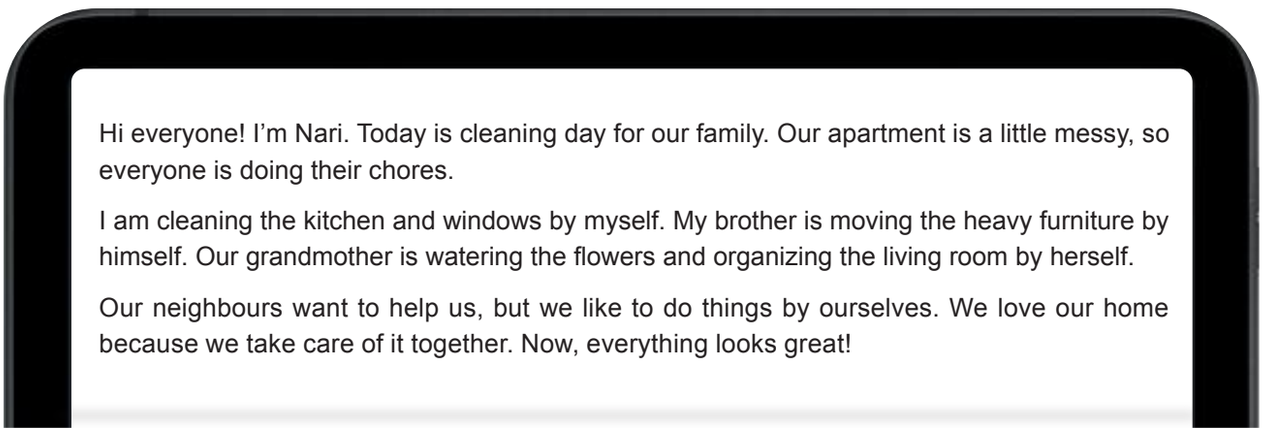
e. She opens the window ---------- the classroom is hot.

3. Write one sentence using *"when"* and one sentence using *"while"*.

a. ----------.

b. ----------.

F. Emma clicks on the "Home Tour" section to read about the Lee family.



Hi everyone! I'm Nari. Today is cleaning day for our family. Our apartment is a little messy, so everyone is doing their chores.

I am cleaning the kitchen and windows by myself. My brother is moving the heavy furniture by himself. Our grandmother is watering the flowers and organizing the living room by herself.

Our neighbours want to help us, but we like to do things by ourselves. We love our home because we take care of it together. Now, everything looks great!

1. Read the text and underline the words "myself", "herself", "himself", and "ourselves".

2. Read the text again and write who each underlined word refers to.

Underlined word	Refers to
myself	
himself	
herself	
ourselves	

3. Look at the sentences below and circle the correct bold word.

a. My father is painting the wall by **himself/herself.**

b. I am cleaning my room by **yourself/myself.**

c. My sister is making her bed by **herself/himself.**

d. My brothers are carrying the boxes by **ourselves/themselves.**

e. We are decorating our apartment by **ourselves/myself.**

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.

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

EXPLORE AND USE WORDS

G. Emma clicks on the picture of a room the Smith family's house.



1. Look at the puzzle pieces and match them to form the words. Then write the correct words as in the example.

1 A dra	2 pet	3 A cur	4 ck
5 ght	6 ror	7 A pil	8 tain
9 A youth	10 low	11 A li	12 nket
13 wer	14 room set	15 shelf	16 A bla
17 A clo	18 A mir	19 A book	20 A car

e.g. **12 & 16 A blanket**

a. .....

b. .....

c. .....

d. .....

e. .....

f. .....

g. .....

h. .....

i. .....



Assess Yourself and Check Your Progress

Time to think about your work today!

Colour one icon in each line.

I liked **Explore and Use Words** 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

WRITE AND SHARE

H. Imagine you are adding some information about your family to the digital book.

1. Write a short paragraph about your family and home. Follow the writing rules below.

Writing Rules

✓ Start with a greeting
✓ Introduce your family. Write about:
- your family members
- their jobs
- what they do

✓ Include your city (Ankara/Kayseri etc.)
✓ Describe your home and the rooms.
✓ Use simple and clear sentences.
✓ Write at least 8 sentences.

2. Check your writing and complete the form below.

Self-Assessment Checklist		
	YES	**NO**
I started with a greeting.		
I introduced my family.		
I wrote about my family members' jobs.		
I included my city.		
I described our home and the rooms.		
I used simple and clear sentences.		
I wrote at least eight sentences.		



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

I. Follow the steps below and play the "Guess the object" game.

STEPS OF THE GAME

✓ One student leaves the classroom.

✓ The other students decide on a home object (a cooker, a refrigerator, a towel, etc.)

✓ The student comes back in and asks questions to find the object.

RULES OF THE GAME

✓ S/he can ask just Yes/No questions.

✓ S/he can ask only 5 questions.

✓ S/he can't ask the same question twice.

LANGUAGE USE BOX

Where is it?
- Is it in the kitchen/living room/bedroom?

What is it like?
- Is it big/small?
- Is it light?

What do we use it for?
- Do we use it every day?
- Do we use it for cooking/cleaning/eating?

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...



Scan the QR Code for answers.

YAZILI PUSULASI

Çözümlere buradan ulaş

6. Sınıf İngilizce Öğrenme Etkinlikleri Seti 2. Bölüm (2026-2027)

Telefonunun kamerasıyla ilgili QR kodunu okut.
Ekrandan okuyorsan QR koduna dokunabilirsin.

CEVAP VE ÇÖZÜMLER

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