

Multilanguage Class 6

Revision 4

(Themes 6 & 7)



A One clue, two missing details

Complete TWO fields in every row. Use each country from the box once.

Portugal • Japan • Canada • Kazakhstan • France • Kyrgyzstan • Brazil • Germany • New Zealand • Turkmenistan • Azerbaijan • Uzbekistan

Traveller	Country	Nationality	Language
Léa	France		
Ben			German
Rita		Portuguese	
Lucas		Brazilian	
Leyla	Azerbaijan		
Aslan			Kazakh
Aziza			Uzbek
Aida	Kyrgyzstan		
Merdan			Turkmen
Hana		Japanese	
Ella		Canadian	
Noah	New Zealand		

B Kitchen words: complete the instructions

Write a verb from the box. Use each verb once; the pictures support the clues.

marinate • fry • serve • boil • wash up • freeze • mix • roast • taste • cut • grill • bake

- _____ water in a pot until it bubbles.
- _____ the onions into small pieces.
- _____ food to keep it frozen for later.
- After the meal, _____ the dirty dishes.
- _____ a whole chicken in the oven.
- _____ potatoes in hot oil.
- _____ the eggs and milk in a bowl.
- _____ the sauce to check the flavour.
- _____ a cake in the oven.
- _____ dinner on clean plates.
- _____ fish over heat on a metal rack.
- _____ meat in a sauce before cooking.

Forms first. Then use the facts.

A V1 → V2 → V3 → meaning

Only V1 is given. Write V2, V3 and the Turkish meaning in every row.

V1	V2	V3	Türkçe	V1	V2	V3	Türkçe
1. buy	_____	_____	_____	9. make	_____	_____	_____
2. come	_____	_____	_____	10. meet	_____	_____	_____
3. do	_____	_____	_____	11. read	_____	_____	_____
4. drink	_____	_____	_____	12. ride	_____	_____	_____
5. eat	_____	_____	_____	13. see	_____	_____	_____
6. find	_____	_____	_____	14. swim	_____	_____	_____
7. go	_____	_____	_____	15. take	_____	_____	_____
8. give	_____	_____	_____	16. write	_____	_____	_____

B The festival team: what has actually happened?

Use these fictional records. ✓ = done; ○ = not done yet. Complete the full verb forms.

MINA • she

- ✓ make fruit salad
- ✓ write the menu
- wash the dishes

ARDA • he

- ✓ buy bread
- ✓ take photos
- try lobster

ELA & CAN • they

- ✓ meet a Canadian chef
- ✓ see a festival parade
- ride a train

1. Mina _____ fruit salad. (make)
2. Arda _____ lobster yet. (try)
3. Ela and Can _____ a chef. (meet)
4. Mina _____ the dishes yet. (wash)
5. Arda _____ some photos. (take)
6. Ela and Can _____ a train. (ride)
7. Has Mina _____ the menu? Yes, she _____. (write)
8. _____ Arda _____ bread? Yes, he _____. (buy)
9. _____ they _____ the parade? Yes, they _____. (see)
10. What _____ Arda _____? Bread. (buy)

C Time clues change the message

1. Earlier than planned: Dad has _____ bought tomorrow's bread.
2. Any time before now: Has your teacher _____ tasted garlic ice cream?
3. First flight: Ali has _____ travelled by plane before.
4. Still waiting: Has the cook served the soup _____?
5. Still not finished: We haven't printed the recipes _____.
6. In their lives: Have your grandparents _____ visited a food festival?
7. Seconds ago: I have _____ dropped my glass!
8. No earlier visits: The twins have _____ seen this festival before.
9. Before the planned time: We have _____ finished preparing lunch.
10. A moment ago: The coach has _____ arrived.

Read the quantities. Compare the choices.

A The picnic order: enough or not?



Use the stock table for 1–6. In 7–12, circle the correct expression.

Ingredient	In the kitchen	Needed for the picnic
milk	500 ml	750 ml
eggs	4	3
cheese	0 g	150 g
lemons	2	2
bread	1 loaf	1 loaf
mushrooms	6	10

- How much more milk is needed? _____
- How many more mushrooms are needed? _____
- How many eggs will be left? _____
- Is there enough bread? _____
- There isn't **any** / **some** cheese.
- We have **not enough** / **enough** lemons.
- Add **a few** / **a little** cream to the sauce.
- Put **a few** / **a little** mushrooms on top.
- "Would you like **some** / **any** fruit juice?"
- Choose **neither** / **either** milk or fruit juice.
- I dislike both drinks. I like **neither** / **either**.
- No bread is left. We have eaten **both** / **all** of it.

B Food awards: compare two, then a whole group



The stalls are the same size. Use the fictional data and clues. Include the with superlatives.

Stall / food	Price	Temp.	Visitors	Portion	Taste /5	Fun /5
A • soup	€3	70°C	18	350 g	3	2
B • fruit tart	€5	18°C	32	150 g	4	5
C • grilled fish	€6	60°C	46	220 g	5	4
D • melon cups	€2	8°C	24	180 g	2	3

- D is _____ than B. (*cheap*)
- C is _____ stall of all. (*expensive*)
- A's food is _____ than C's. (*hot*)
- D serves _____ food of all. (*cold*)
- C is _____ than A. (*crowded*)
- By taste, C's food is _____ than B's. (*delicious*)
- B is _____ stall for fun. (*enjoyable*)
- C has _____ taste score. (*good*)
- D has _____ taste score. (*bad*)
- A has _____ portion of all. (*big*)
- B's portion is _____ than D's. (*small*)
- Ada rates the tart's sweetness 5/5 and the melon 3/5. The tart is _____ than the melon. (*sweet*)

Review check: "In my opinion, this salad is **healthier** / **the healthiest** than that one. The chilli sauce is **spicier** / **the spiciest** of the three." Circle the correct forms.

From a starting point to a real update

A How long? Read the start and the duration

These fictional records give start years and completed years. Use them in 1–6.

Mina • cooking club

2024

2 years

Arda • study Japanese

2021

5 years

Ela & Can • be friends

2022

4 years

Our school • organise festivals

2020

6 years

1. Mina has been in the club **for / since** two years.

2. Arda has studied Japanese **for / since** 2021.

3. Ela and Can have been friends **since / for** four years.

4. Our school has organised festivals **since / for** 2020.

5. Ask about Mina: **How long...**?

6. Ask about Arda: **How long...**?

B Reading: a message from the food fair

Read the message. Answer 1–8 briefly. For 9–10, write T or F.

It is midday at our school's World Food Day. I'm Zeynep, and I have been in the cooking club for a year. Three visiting groups are from Japan, Brazil and Portugal. Yesterday, we decorated the hall with a map of the continents.

Berk has washed the grapes. Ella, a Canadian visitor, has just brought a jar of jam. She has never tried an omelette with mushrooms, so the cook is preparing one for her. We have already baked the bread but haven't opened the doors yet. We expect twenty guests but have prepared only fourteen fruit cups.

We have enough milk, but there isn't any cheese left. We will change one recipe to avoid wasting the other ingredients. This has been our most interesting project. After lunch, we are going to wash up together.

1. How long has Zeynep been in the club?

2. Where are the three visiting groups from?

3. What did the pupils use to decorate the hall?

4. Who has washed the grapes?

5. Why does Ella want to try the omelette?

6. How many more fruit cups are needed?

7. Why will they change a recipe?

8. What does "one" refer to in "preparing one"?

9. The pupils have already opened the doors. **T / F**

10. They plan to wash up after lunch. **T / F**

C Write a short festival update

Write 4–5 sentences: two completed jobs, one unfinished job and one comparison.

Word bank: prepare • buy • wash • serve • already • yet • more ... than • the most ...

Nature files: connect place, animal and action

A Sort 24 useful nature words

Write the letters in the four groups. There are six items in each group.

a. camel	b. parrot	c. ocean	d. frog
e. ice	f. recycle	g. savannah	h. chirp
i. hunt	j. wind	k. zebra	l. cut down
m. dolphin	n. rainforest	o. swing	p. mud
q. polar bear	r. the Arctic	s. protect	t. sand
u. wetland	v. storm	w. temperature	x. temperate forest

ANIMALS

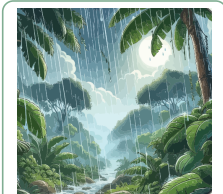
HABITATS

NATURE FEATURES

ACTIONS

B Field missions: use TWO clues

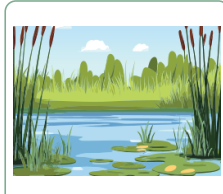
For each mission, write a habitat letter (A–F) AND a verb. Use each verb once.



A • rainforest



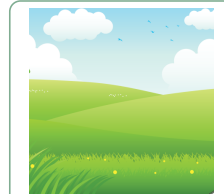
B • desert



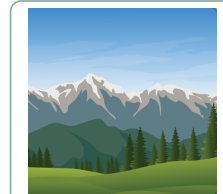
C • wetland



D • the Arctic



E • grassland



F • mountains

protect • reach • blow • jump • destroy • swing • collect • eat • climb • leave • swim • chirp

1. Frogs _____ between water plants here. Place: ____

2. Polar bears _____ in icy water here. Place: ____

3. Strong winds _____ sand across this dry habitat. Place: ____

4. Goats _____ rocky slopes in these high places. Place: ____

5. Camels can _____ distant water in this sandy habitat. Place: ____

6. People should not _____ this open grassy habitat. Place: ____
7. We should not _____ rubbish after walking on high rocky paths. Place: ____

8. Parrots _____ loudly in this warm, wet forest. Place: ____

9. Volunteers _____ plastic from the shallow water. Place: ____

10. Monkeys _____ between branches in the wet forest. Place: ____

11. Zebras _____ grass in these wide, open areas. Place: ____

12. We must _____ the animals that live on this ice. Place: ____

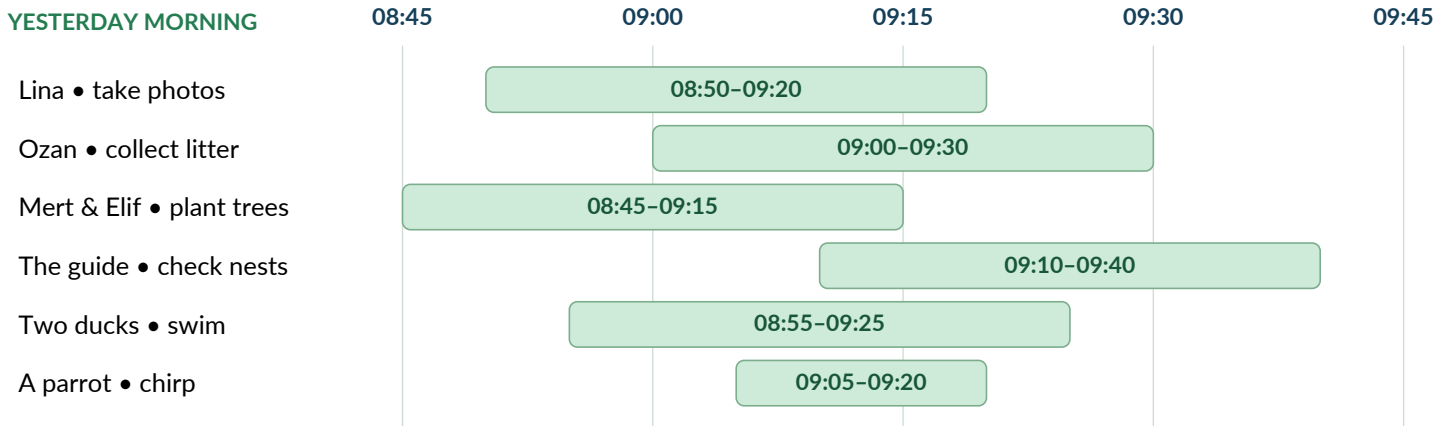
Make the link: Choose a mission about an animal. Write its animal, habitat and action as a complete sentence.

At that moment: read the observation log

A Past Continuous: the time bars decide



Each activity started and finished at the times shown. Complete with was/were + -ing or a negative.



- At 09:05, Lina _____ photos. (*take*)
- At 09:25, Mert and Elif _____ trees. (*plant*)
- At 09:35, Ozan _____ litter. (*collect*)
- At 09:05, the guide _____ nests. (*check*)
- At 09:10, the ducks _____ . (*swim*)
- At 09:30, the parrot _____ . (*chirp*)
- _____ Lina _____ photos at 09:10? Yes, she _____. (*take*)
- _____ the ducks _____ at 09:35? No, they _____. (*swim*)
- At 09:20, the guide _____ nests. (*check*)
- At 08:55, Ozan _____ litter. (*collect*)
- At 09:10, Mert and Elif _____ trees. (*plant*)
- At 09:15, the parrot _____ . (*chirp*)

B Radio interview: write the full questions



Use the prompts and replies. Write a complete Past Continuous question each time.

- What / Lina / do?**
Reply: She was taking photos.

- Where / the ducks / swim?**
Reply: They were swimming in the pond.

- Who / check / the map?**
Reply: The guide was checking it.

- Was / the parrot / sleep?**
Reply: No, it wasn't. It was chirping.

- Were / the children / plant trees?**
Reply: Yes, they were.

- Why / the group / wait?**
Reply: They were waiting because the path was closed.

- What / Ozan / collect?**
Reply: He was collecting plastic bottles.

- Where / Mert / stand?**
Reply: He was standing by the gate.

- Was / Elif / take photos?**
Reply: No, she wasn't. She was drawing.

- What / you / watch?**
Reply: I was watching whales.

What was happening when things changed?

A Background action or completed event?

Put the bold verbs in the Simple Past. Put the other verbs in the Past Continuous.

- We _____ bottles when a duck suddenly _____ beside us. (*collect / land*)
- While Nisa _____ a frog, the rain suddenly _____. (*watch / start*)
- The guide _____ the path while we _____ the map. (*check / read*)
- A parrot suddenly _____ overhead while Bora _____ a photo. (*fly / take*)
- When we _____ a snake, it _____ under a rock. (*see / hide*)
- While the children _____ trees, their teacher _____ them. (*plant / help*)
- Ozan _____ towards the lake when he _____ his notebook. (*walk / drop*)
- The ducks _____ while the frogs _____. (*swim / jump*)
- The guard _____ the gate while we _____ outside. (*open / wait*)
- While I _____ notes, my friend _____ a map. (*write / read*)

B Could: past ability or a polite request?

For 1–8, use the records from age seven. For 9–10, write a polite Could you...? request.

AT AGE SEVEN	Swim	Ride a bike	Draw animals
Defne (she)	✓	○	✓
Eren (he)	○	✓	✓
Lara (she)	✓	✓	○

✓ = could do it; ○ = could not do it.

- Defne _____ swim when she was seven.
- Eren _____ swim at that age.
- Lara _____ draw animals at seven.
- Eren and Lara _____ ride bikes.
- Defne _____ ride a bike at seven.
- Defne and Eren _____ draw animals.
- Could Lara swim at seven? _____
- Could Eren swim at seven? _____
- Ask a friend to carry these bags.
Could you _____?
- Ask the guide to show you the path.
Could you _____?

C Advice clinic: solve the right problem

Circle the advice that directly solves each problem.

- The empty classroom's lights are on.
We should **turn them off** / leave them on.
- A bird's nest is beside the path.
We shouldn't **keep our distance** / disturb the bird.
- We use too many plastic bags.
We should **throw bags into rivers** / use cloth bags.
- Water runs while I brush my teeth.
I should **turn off the tap** / turn on the lights.
- People leave bottles after a picnic.
They should **cut down trees** / recycle them.
- Rubbish is polluting the river.
People shouldn't **throw rubbish in** / keep it clean.

A nature-club report: put it all together

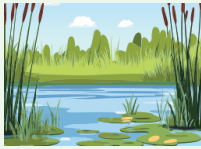
A Reading: the notebook by the lake

Read the report. Answer 1–8 briefly. In 9–10, write T or F.

Last Saturday, our nature club visited a wetland near the mountains. Our teacher reminded us to stay on the path. At ten o'clock, Selin was drawing a frog while Ozan was taking photos of ducks. I was writing notes about the birds when a strong wind blew my notebook towards the lake.

I couldn't reach it because it was behind a fence. I didn't climb over the fence or disturb the animals. Instead, I asked, 'Could you help me, please?' A park worker opened the gate and brought the notebook back. While we were thanking him, our classmates were collecting plastic bottles beside the path.

Back at school, we compared our results. Our teams have collected thirty bags of rubbish altogether. The chart shows their totals. We have already made posters, but we haven't displayed them yet. Our message is simple: people should protect habitats, save clean water and recycle. They shouldn't leave rubbish or make loud noises near wild animals.



- Where did the nature club go?

- What was Selin doing at ten o'clock?

- What happened while the writer was taking notes?

- Why couldn't the writer reach the notebook?

- Who brought the notebook back?

- What were the classmates doing at that time?

- What does "them" refer to in "displayed them"?

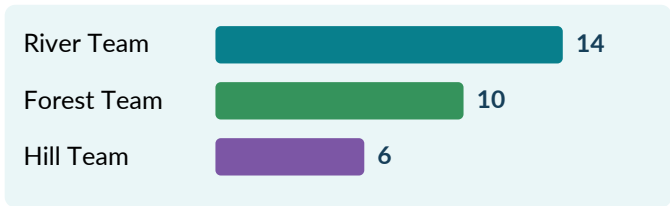
- Write one action people should NOT do there.

- The writer climbed over the fence. T / F

- The club has already made its posters. T / F

B Read the clean-up results

The chart shows bags collected by each team. Use it for all three questions.



- Which team has collected the most bags? _____
- How many more bags has River Team collected than Hill Team? _____
- Which two teams have collected 16 bags together? _____

C Write a message for the nature-club display

Write 5 sentences: where you went; what you were doing; what happened; a result; advice.

Word bank: wetland • collect • watch • when • while • couldn't • have already • should / shouldn't

Multilanguage Class 6

Revision 4 • Answer Key

Themes 6 & 7 | Student pages 1–4

GÜNCEL SIRA • Bu anahtar aynı PDF'deki etkinlik sırasına aittir.

PAGE 01

A 1 France / French / French; 2 Germany / German / German; 3 Portugal / Portuguese / Portuguese; 4 Brazil / Brazilian / Portuguese; 5 Azerbaijan / Azerbaijani / Azerbaijani Turkish; 6 Kazakhstan / Kazakh / Kazakh; 7 Uzbekistan / Uzbek / Uzbek; 8 Kyrgyzstan / Kyrgyz / Russian; 9 Turkmenistan / Turkmen / Turkmen; 10 Japan / Japanese / Japanese; 11 Canada / Canadian / English; 12 New Zealand / New Zealander / English.

B 1 boil; 2 cut; 3 freeze; 4 wash up; 5 roast; 6 fry; 7 mix; 8 taste; 9 bake; 10 serve; 11 grill; 12 marinate.

PAGE 02

A 1 buy – bought – bought – satın almak; 2 come – came – come – gelmek; 3 do – did – done – yapmak; 4 drink – drank – drunk – içmek; 5 eat – ate – eaten – yemek; 6 find – found – found – bulmak; 7 go – went – gone – gitmek; 8 give – gave – given – vermek; 9 make – made – made – yapmak; 10 meet – met – met – buluşmak; 11 read – read – read – okumak; 12 ride – rode – ridden – binmek/sürmek; 13 see – saw – seen – görmek; 14 swim – swam – swum – yüzmek; 15 take – took – taken – almak; 16 write – wrote – written – yazmak.

B 1 has made; 2 hasn't tried; 3 have met; 4 hasn't washed; 5 has taken; 6 haven't ridden; 7 written / has; 8 Has / bought / has; 9 Have / seen / have; 10 has / bought.

C 1 already; 2 ever; 3 never; 4 yet; 5 yet; 6 ever; 7 just; 8 never; 9 already; 10 just.

PAGE 03

A 1 250 ml; 2 four; 3 one; 4 Yes, there is; 5 any; 6 enough; 7 a little; 8 a few; 9 some; 10 either; 11 neither; 12 all.

B 1 cheaper; 2 the most expensive; 3 hotter; 4 the coldest; 5 more crowded; 6 more delicious; 7 the most enjoyable; 8 the best; 9 the worst; 10 the biggest; 11 smaller; 12 sweeter. **Review check:** healthier; the spiciest.

PAGE 04

A 1 for; 2 since; 3 for; 4 since; 5 How long has Mina been in the cooking club? 6 How long has Arda studied Japanese?

B 1 For a year; 2 Japan, Brazil and Portugal; 3 A map of the continents; 4 Berk; 5 She has never tried one with mushrooms; 6 Six; 7 There isn't any cheese left / to avoid wasting the other ingredients; 8 An omelette with mushrooms; 9 F; 10 T.

C **Sample:** We have already bought the ingredients. I have washed the grapes. We haven't served lunch yet. Our stand is more crowded than the other stand. This has been the most enjoyable project in our club.

Ülke–dil eşleşmeleri kaynak fasiküldeki sınıf çalışmasını izler; ülkelerde konuşulan tüm dilleri göstermez.

Multilanguage Class 6

Revision 4 • Answer Key

Themes 6 & 7 | Student pages 5–8

GÜNCEL SIRA • Bu anahtar aynı PDF'deki etkinlik sırasına aittir.

PAGE 05

A Animals: a, b, d, k, m, q. Habitats: c, g, n, r, u, x. Nature features: e, j, p, t, v, w. Actions: f, h, i, l, o, s.

B 1 jump / C; 2 swim / D; 3 blow / B; 4 climb / F; 5 reach / B; 6 destroy / E; 7 leave / F; 8 chirp / A; 9 collect / C; 10 swing / A; 11 eat / E; 12 protect / D. Make the link: accept an accurate full sentence about the chosen animal mission.

PAGE 06

A 1 was taking; 2 weren't planting; 3 wasn't collecting; 4 wasn't checking; 5 were swimming; 6 wasn't chirping; 7 Was / taking / was; 8 Were / swimming / weren't; 9 was checking; 10 wasn't collecting; 11 were planting; 12 was chirping.

B 1 What was Lina doing?; 2 Where were the ducks swimming?; 3 Who was checking the map?; 4 Was the parrot sleeping?; 5 Were the children planting trees?; 6 Why was the group waiting?; 7 What was Ozan collecting?; 8 Where was Mert standing?; 9 Was Elif taking photos?; 10 What were you watching?

PAGE 07

A 1 were collecting / landed; 2 was watching / started; 3 was checking / were reading; 4 flew / was taking; 5 saw / was hiding; 6 were planting / was helping; 7 was walking / dropped; 8 were swimming / were jumping; 9 opened / were waiting; 10 was writing / was reading.

B 1 could; 2 couldn't; 3 couldn't; 4 could; 5 couldn't; 6 could; 7 Yes, she could; 8 No, he couldn't; 9 Could you carry these bags, please? 10 Could you show me the path, please?

C 1 turn them off; 2 disturb the bird; 3 use cloth bags; 4 turn off the tap; 5 recycle them; 6 throw rubbish in.

PAGE 08

A 1 A wetland near the mountains; 2 She was drawing a frog; 3 A strong wind blew the notebook towards the lake; 4 It was behind a fence; 5 A park worker; 6 They were collecting plastic bottles beside the path; 7 Posters; 8 Leave rubbish / make loud noises near wild animals; 9 F; 10 T.

B 1 River Team; 2 Eight; 3 Forest Team and Hill Team.

C **Sample:** We went to a wetland. I was watching ducks when the wind started. A park worker helped us. We have already collected the rubbish. People shouldn't disturb wild animals.

Açık uçlu sorularda, anlam ve dil bilgisi bakımından doğru eşdeğer cevaplar kabul edilir.