

ENGLISH 5

UNIT 9



**Asking for permission
(Making simple inquiries)
Describing what people / animals are doing now**



EDİTÖRLER

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READING



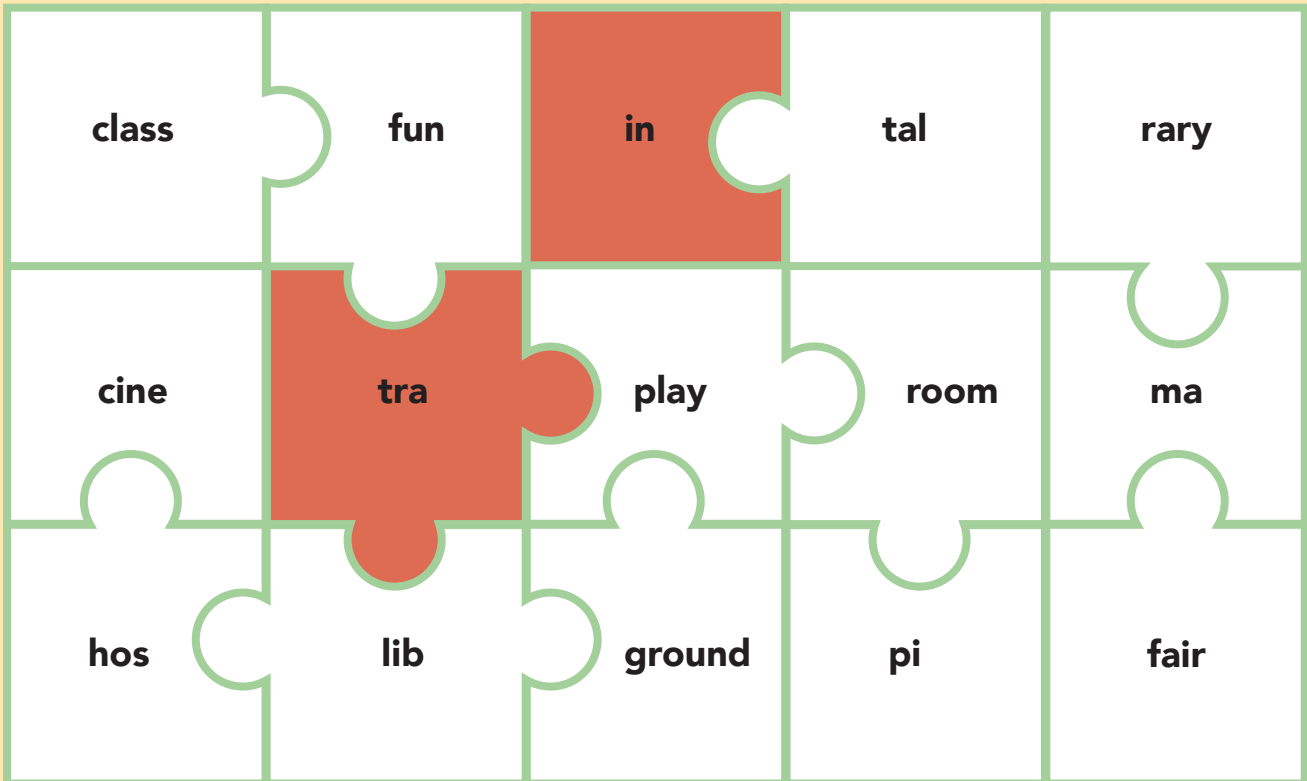
Grade:	5
Function:	Asking for permission (Making simple inquiries)
Skills:	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration:	40 mins.
Materials required:	Lead in activity in Appendix A Reading activities in Appendix B
Aims:	To practise asking for permission To identify a gist of the text To make simple inquiries
Procedures:	<ol style="list-style-type: none">1. The teacher asks the students to combine the words and paint them with the same colour as in the example as a lead in activity in Appendix A.2. Then, the teacher asks the students to write the words they find and match them with the statements in Appendix B.3. The teacher asks the students to read the text and complete the permission slip.4. The teacher asks the students to complete the statements with the names of the students.5. The teacher asks the students to put the statements in the correct order.6. The teacher asks the students to work in pairs and choose one of the situations, ask for permission as in the example. The teacher encourages the students who do not want to talk and helps them if necessary.



Appendix A

Lead in

1. Combine the words and paint them with the same colour as in the example.



2. Where can you hear these questions? Match them with the words in the puzzle above.

E.g. 1. train D

- | | |
|---------|---|
| 2. | A. Can I see the doctor? |
| 3. | B. Can I borrow this book? |
| 4. | C. Can I ride this bumper car? |
| 5. | D. Can I see your ticket? |
| 6. | E. Can I get a ticket from line F? |
| 7. | F. Can I join the game? |
| | G. Can I answer the question? |



Appendix B

1. Read the text and complete the permission slip.

Mrs. Brighton: Can everybody listen to me please? I'm planning a school trip to Hyde Park on 26th May.

All students: Hurray!

Mrs. Brighton: Our trip starts at 8:30 in the morning. Our aim is observing the environment and the animals.

Paul: Can I ask a question madam?

Mrs. Brighton: Yes, of course, Paul.

Paul: I love animals. Can I feed the birds?

Mrs. Brighton: Yes you can. You should bring some birdseed with you.

Daisy: Can I take the photos of the wild birds around the lake?

Mrs. Brighton: Of course you can, Daisy. You can even use your photos in your presentation after the trip.

Tracy: Can we get on the paddling boats, too?

Mrs. Brighton: I'm afraid you can't because it is dangerous.

Thomas: Can I bring my lunch in my backpack?

Mrs. Brighton: That's not a good idea. We are planning to be at school at 12:30. We can have our lunch at school. Don't forget to ask your parents to fill in your permission slips.

Hyde Park Trip

Permission Slip



Destination :

Date :

Departure time :

Return time:

Student can :

.....

Students can't :

.....



2. Complete the statements with the names of the students in the text.

1. asks for permission to feed the birds.
2. asks for permission to take photos of the wild birds.
3. asks for permission to get on the paddling boats.
4. asks for permission to bring lunch to the trip.

3. Put the statements in the correct order.

1. I / ask / can / madam / , / ? / a / question
.....

2. birds / I / feed / the / can / ?
.....

3. wild / photos / can / the / I / take / birds / lake / around / the / ? / of / the
.....

4. backpack / can / my / bring / I / lunch / in / my / ?
.....

5. can / get on / paddling / we / boats / the / ?
.....

4. Work in pairs. Choose one of these situations and ask for permission as in the example.

You need to make an urgent phone call.



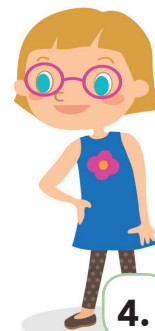
You feel very hot in the taxi.



You are in the classroom. You need a pen.



You feel unwell. You need to go out.



You need your friend's computer.



E.g. Student A: Can I use your phone?

Student B: Of course you can.

LISTENING



Grade	5
Function	Asking for permission (Making simple inquiries)
Skills	Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Track 35 for listening activities in Appendix B.
Aims	To comprehend utterances related to permission in an oral text.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to group the statements as in the example in Appendix A as a lead in activity.2. The teacher asks the students to listen to Track 35 and complete the dialogue in Appendix B. The teacher asks the students to share their answers with the whole class.3. The teacher asks the students to listen to the text again and complete the contract as in the example.4. The teacher asks the students match the pictures with the words. The teacher asks the students to share their answers with the whole class.5. The teacher asks the students to complete the questionnaire and share their answers with their friends.

LISTENING



Appendix A

Lead in

1. Answer the questions

- Do you spend too much time on the Net?
- Do you have any protection program on your pc?
- Do you think the Net is safe or unsafe?

2. Group the statements as in the exemple.)

E.g.

I can share my first and last name online.

1.

I can do research for my homework.

2.

I can tell people the location of my house.

3.

I can use a nickname instead of my own name.

4.

I can let my friends use my password to sign in.

5.

I can chat with people I don't know.

6.

SAFE	UNSAFE
	1

LISTENING



Appendix B

Track 35

1. Listen and complete the dialogue.

Mrs. Edward: Charles! I think you spend too much time on the Net. We are really worried about your health. We should do something about it.

Charles: Yes, you're right but I know how to use it (1)

Mr. Edward: Your mother and I don't think so. We want to take some precautions. Let's (2) with you about the internet safety.

Charles: A contract?

Mr. Edward: Yes, a contract. First of all , you can't (3) your personal information with anyone.

Charles: Can I use my nickname instead of my own name?

Mr. Edward: Yes it is possible. Also It is unsafe to send (4) or videos to people you don't know.

Charles: Of course, dad! Can I use my social accounts?

Mrs. Edward: Yes but in a (5) time!

Charles: Can I do research for my homework?

Mrs. Edward: Yes you can. I think our contract is (6)

Charles: Ok then. Don't worry!

2. Listen to the text again and complete the contract as in the example.

My internet safety contract

I can

I can't

E.g. I can use a nickname.

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....

.....



LISTENING



3. Match the pictures with the words.



- 1. unsafe
- 2. precautions
- 3. safe
- 4. contract

4. Complete the questionnaire and share your answers with your friends.

ARE YOU A SCREENAGER?

Are you allowed to...	NEVER	SOMETIMES	ALWAYS
1. log in social media?			
2. use a tablet?			
3. share photos on the Net?			
4. chat with somebody on the Net?			
5. share personal info on the Web?			
6. do online research?			
7. surf on the Net?			
8. do online shopping?			
9. spend more than 2 hours on the Net?			
10. watch online videos?			

SPEAKING



Grade	5
Function	Asking for permission (Making simple inquiries)
Skills	Speaking for fluency. Speaking for accuracy.
Duration	25 mins.
Materials Required	Lead in activity in Appendix A Speaking activity in Appendix B
Aims	To ask for permission.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to match the statements with the photos in Appendix A as a lead in activity.2. The teacher asks the students to share their answers with the whole class.3. The teacher asks the students to work in pairs. Act as a receptionist and a guest at the hotel. The guest asks for permission to learn the different options and the receptionist gives answer as in the example in Appendix B.4. The teacher encourages the students who do not want to talk and helps them when necessary.



Appendix A

Lead in

Answer the questions

- Do you obey the rules at the hotels?
- Do you read the instructions on the Hotel rule cards?

Match the statements with the photos.

..... 1. Can I use your tablet?

a)



..... 2. Can I stand up, Dr. Sandra?

b)



..... 3. Can I get my room key?

c)



..... 4. Can I pay by the credit card?

d)



..... 5. Can I hire a taxi?

e)





USEFUL LANGUAGE

Giving permission	Refusing permission
<ul style="list-style-type: none"> • Of course you can. • Yes, certainly. • Sure! / Yes, sure. • No problem. • Go ahead. 	<ul style="list-style-type: none"> • I'm afraid but you can't. • I'm sorry but that's not possible. • I don't think it is a good idea. • Unfortunately, you can't. • I'm sorry you can't.

Appendix B

1. Read the dialogue. Work in pairs. Act as a receptionist and a guest at the hotel. The guest asks for permission to learn the different options and the receptionist gives answer as in the example.

Receptionist: You can find the rule list of our hotel in this paper. Please read it and if you have questions, I can answer them.

Guest: Hmm.. Can I pay by credit card?

Receptionist: I'm sorry but you can't. You can pay only cash.

Guest: OK. Can I have lunch at the hotel's restaurant?

Receptionist: Unfortunately, you can't.

Guest: Thank you. Have a good day.

E.g: Student A: Can I show my passport for registration?

Student B: Yes, sure.

London Hotel Guest Rules

E.g: * Identity card for registration.

* Payment in cash.

* Check in: 12:00 am.- 02:00 pm.

* Check out: 10:00 am.-12:00 am.

* Breakfast: 07:00 am.-10:00 am.

* Dinner: 07:00 pm.-09:00 pm.

* No room service after 11:00 pm.

* No beverages from outside.

* No entrance to the pool without slippers.

READING



Grade	5
Function	Describing what people/animals are doing now.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A Reading activities in Appendix B
Aims	To understand short and simple texts about what people/animals are doing at the moment. To identify a gist of the text. To make simple inquiries.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to match the words with the pictures as a lead in activity in Appendix A.2. Then, the teacher asks the students to complete the text with the given phrases in Appendix B.3. The teacher asks the students to make questions for the underlined words.4. The teacher asks the students to match the questions with the answers.5. The teacher asks the students to look at the photos and describe them as in the example. The teacher encourages the students who do not want to talk and helps them if necessary.



Appendix A

Lead in

Match the words with the pictures.

1. camera

2. tribe

3. hut

4. waterhole

5. nest



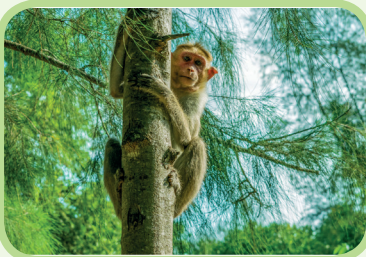


Appendix B

1. Richard Wilson is a wild life photographer. He is at the Raymond High School for a seminar. Complete the text with the given phrases.

- is smiling
- is feeding her baby
- is fishing
- is climbing on the tree
- are drinking water

Hi, everybody! I 'm Richard Wilson. I'm here to inform you about my career. I'm a wild life photographer. Let me show you some of my photos.



1. In this photo, I'm in a forest area. The monkey and posing on my camera. Also it is watching my actions.

2. The man is standing on the bamboo raft. He I like taking photos of the tribe life.



3. The African woman is cooking in front of their hut. Her son on the camera.

4. In this photo, I'm in Namibia, Etosha National Park. A giraffe on a waterhole at night. Its reflection on the water is amazing.



5. The baby stork is hungry. The white stork on the nest in springtime.



2. Make questions for the underlined words.

1.?

The monkey is **climbing** on the tree.

2.?

The man is standing **on the bamboo raft**.

3.?

The African woman is cooking in front of their hut.

4.?

One giraffe is drinking water on a waterhole.

5.?

The white stork is feeding her baby on the nest **in springtime**.

3. Match the questions with the answers.

1. Is the monkey climbing on the wall?

a. Yes, it is.

2. Is the Indian woman cooking?

b. No, it isn't.

3. Is the white stork feeding her baby?

c. Yes, he is.

4. Is the man standing on the bamboo raft?

d. No, she isn't.

5. Are two tigers drinking water?

e. No, they aren't.

READING



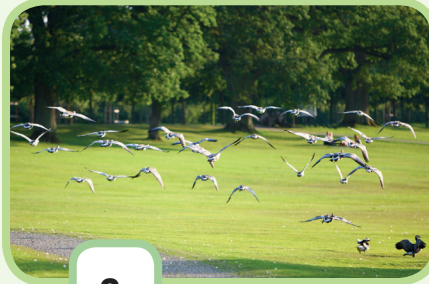
4. Imagine that you are a wild life photographer. Here are some of your photos. Look and describe them to your friends as in the example.



E.g. The cheetahs are running.



1.



2.



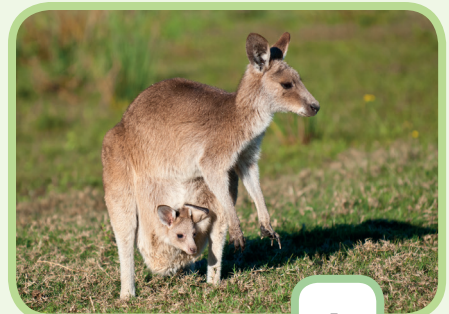
3.



5.



4.



6.

LISTENING



Grade	5
Function	Describing what people/animals are doing now.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A Track 36 for listening activities in Appendix B.
Aims	To understand descriptions of what people/animals are doing at the moment.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to use the symbols given for each letter and find the hidden statement in Appendix A as a lead in activity.2. The teacher asks the studentd to listen to the text and number the photos in the right order in Appendix B.3. The teacher asks the students to match the statements with the photos in activity 1.4. The teacher asks the students match the words with their meanings. The teacher asks the students to share their answers with the whole class.5. The teacher asks the students to work in pairs. Think about an action and mime it. Their friend tries to guess it by asking questions as in the example.

LISTENING



Appendix A

Lead in

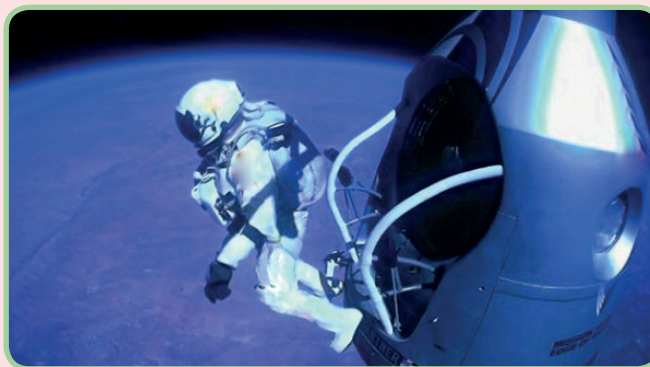
Answer the questions.

- Do you know Felix Baumgartner?
- Do you know the meaning of freefall?
- What is the most exciting activity you have done so far?

Appendix B

Track 36

1. Listen to the text and put the statements in the correct order.



a)

I'm standing up on the exterior step of the capsule.

b)

I'm planning to try the world's highest freefall from the Stratosphere.

c)

I'm activating my suit camera and disconnecting the oxygen hose.

d)

I'm releasing the seatbelt.

e)

I'm looking out of the capsule now.

1.

2.

3.

4.

5.

2. Mark the statements as True (T) or False (F).

1. He is in New Zealand.
2. He is ready for the jump in the capsule.
3. He is activating his suit camera.
4. He is not disconnecting the oxygen hose.
5. He is releasing the seatbelt.

LISTENING



3. Match the words with their meanings.

- | | |
|----------------------|---|
| 1. free fall | a) the part of a spacecraft |
| 2. capsule | b) an equipment to supply oxygen |
| 3. seat belt | c) falling quickly under the influence of gravity |
| 4. oxygen hose | d) a surface that you walk on the stairs |
| 5. step | e) a belt which is used in a vehicle or aircraft |

4. Work in pairs. Think about an action and mime it. Your friend tries to guess it by asking questions as in the example.

E.g. A: Are you playing the flute?
 B: No, I'm not.
 A: Are you playing the saxophone?
 B: Yes, I am.



5. Use the symbols given for each letter and find the hidden statement.

a	b	c	d	e	f	g	h	i	j	k	l
)	=	<	%	&	^	>	(/	*	#	@

m	n	o	p	r	s	t	u	v	y	x	w	z
-	+	ç	ψ	{	\$	i	¥	∅	¢	←	◇	Σ

\$ ¥ ψ & { \$ ç + / <

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Grade	5
Function	Describing what people/animals are doing now.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	25 mins.
Materials Required	Lead in activity in Appendix A Speaking activity in Appendix B
Aims	To talk about what people / animals are doing at the moment.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to read the statements and write the names of the people on the picture in Appendix A as a lead in activity. 2. The teacher asks the students to share their answers with the whole class. 3. The teacher asks the students to work in pairs. Look at the TV guide and choose a Channel. Describe it to their friend. Their friend tries to guess it as in the example in Appendix B. 4. The teacher encourages the students who do not want to talk and helps them when necessary.



Appendix A

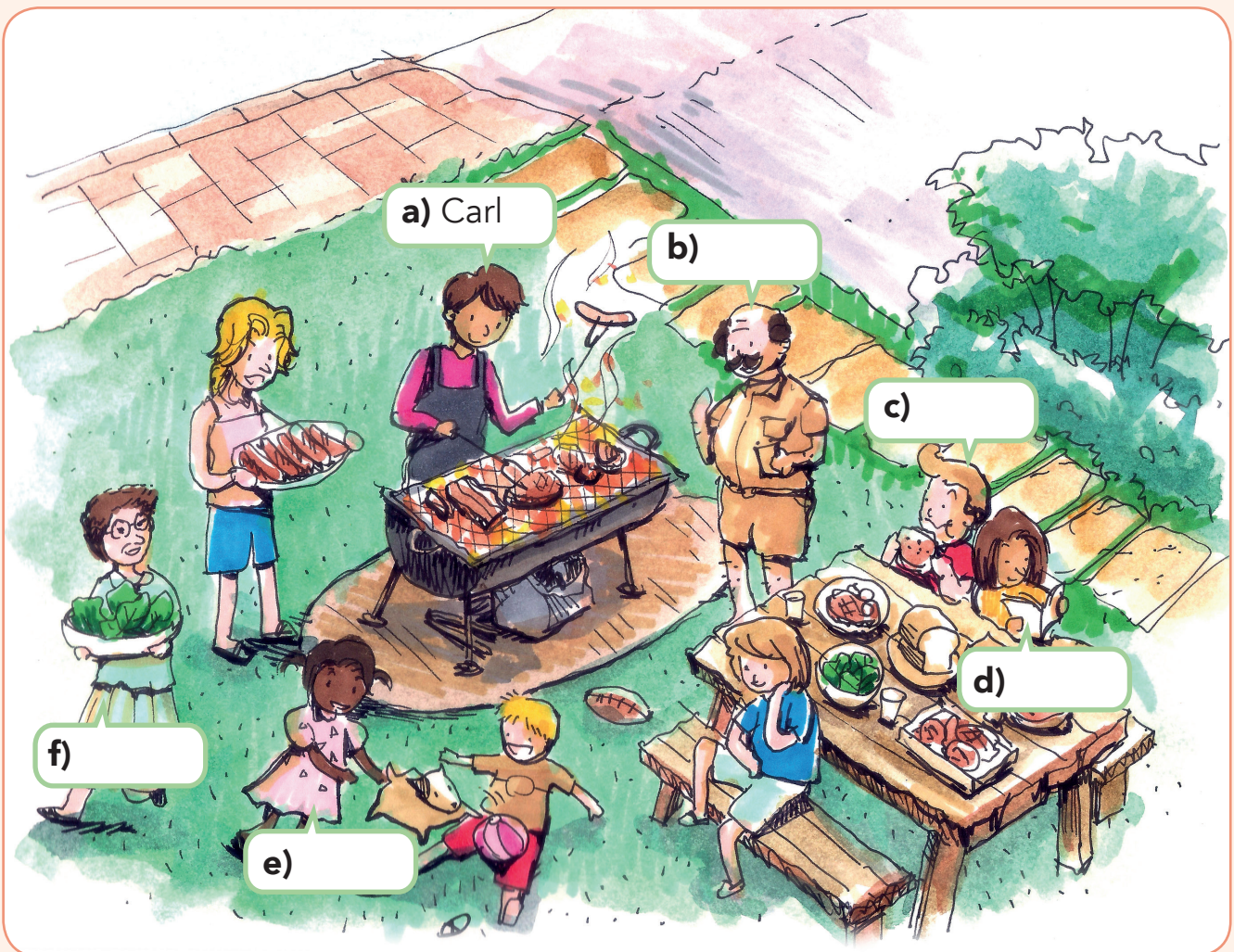
Lead in

Answer the questions.

- Do you have a picnic with your family? If yes How often?
- Do you like it?

Appendix B

1. Read the paragraph write the names of the people on the picture.

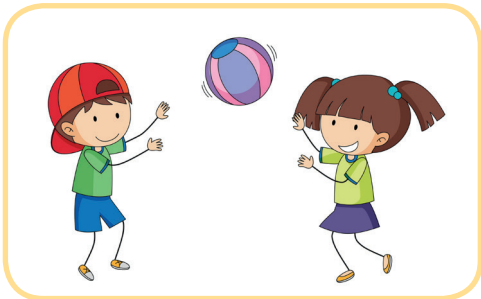


E.g. Hi, This is Michael. We are having a picnic with my family. I really like it. We do it almost every weekend. My father, Carl is barbequing the meat. He really likes it. Tina is reading a book. Tracy and Simon are playing with the dog. My uncle, Jack is standing near the table. Mary is carrying a plate of vegetables because she prepares the salad. Mark is hungry and eating a sandwich.



2. Work in pairs. Draw a picture of your picnic memory and describe it to your friend as in the example.

E.g.



E.g. Daisy and Bob are playing with the ball.

SPEAKING



3. Work in pairs. Look at the TV guide and choose a Channel. Describe it to your friend. Your friend tries to guess it as in the example.

E.g. A: The man is in the kitchen. He is cooking something now.

B: Are you watching Channel 7?

A: Yes, I am.

TV GUIDE

Channel 7



Channel 5



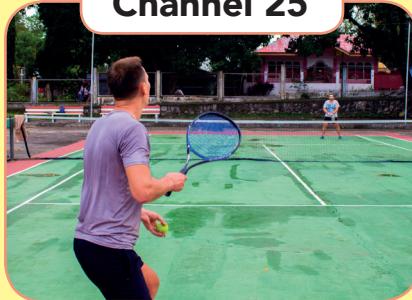
Channel 1



Channel 9



Channel 25



Channel 14



Channel 3



Channel 11



Channel 4





Idiom Time

Idiom: Walk on air.

Definition: To feel extremely excited or happy.

E.g. After the delivery of her baby, she was walking on air.

Circle the correct option which has the same meaning with "walk on air".

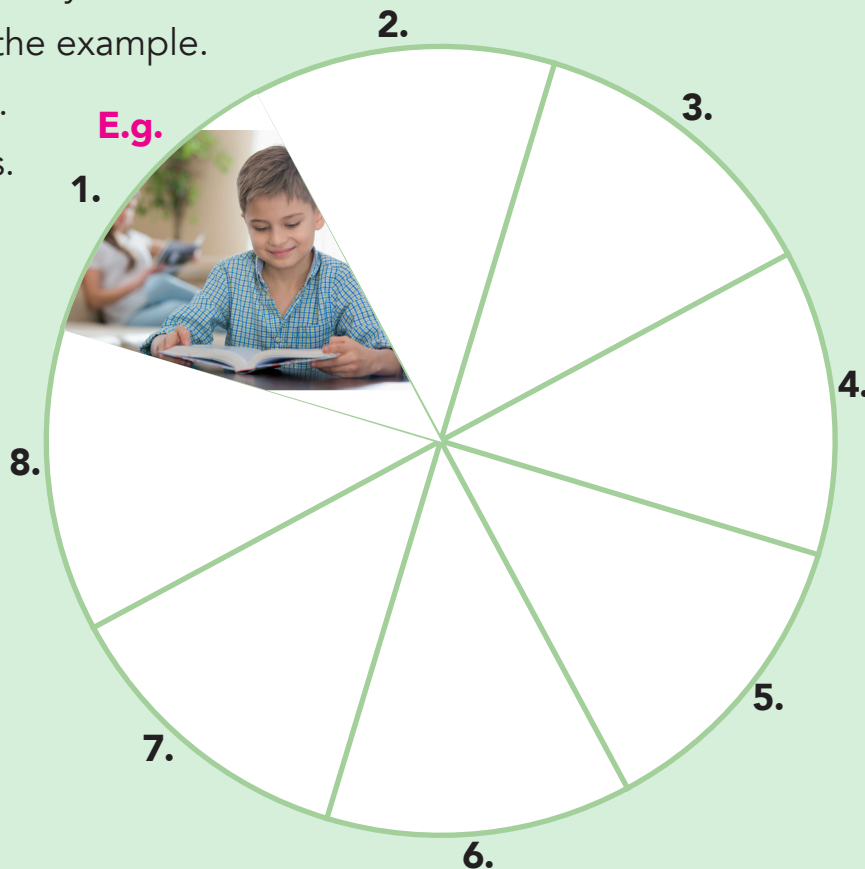
- a) Helen is on cloud nine because of this new job.
- b) The fans are up in the arms.



Project Time

Follow the steps.

1. Take photos of your family members.
2. Prepare a chart as in the example.
3. Stick the photos on it.
4. Describe their actions.



E.g. My brother is reading a book.

ANSWER KEY

READING

PAGE 2

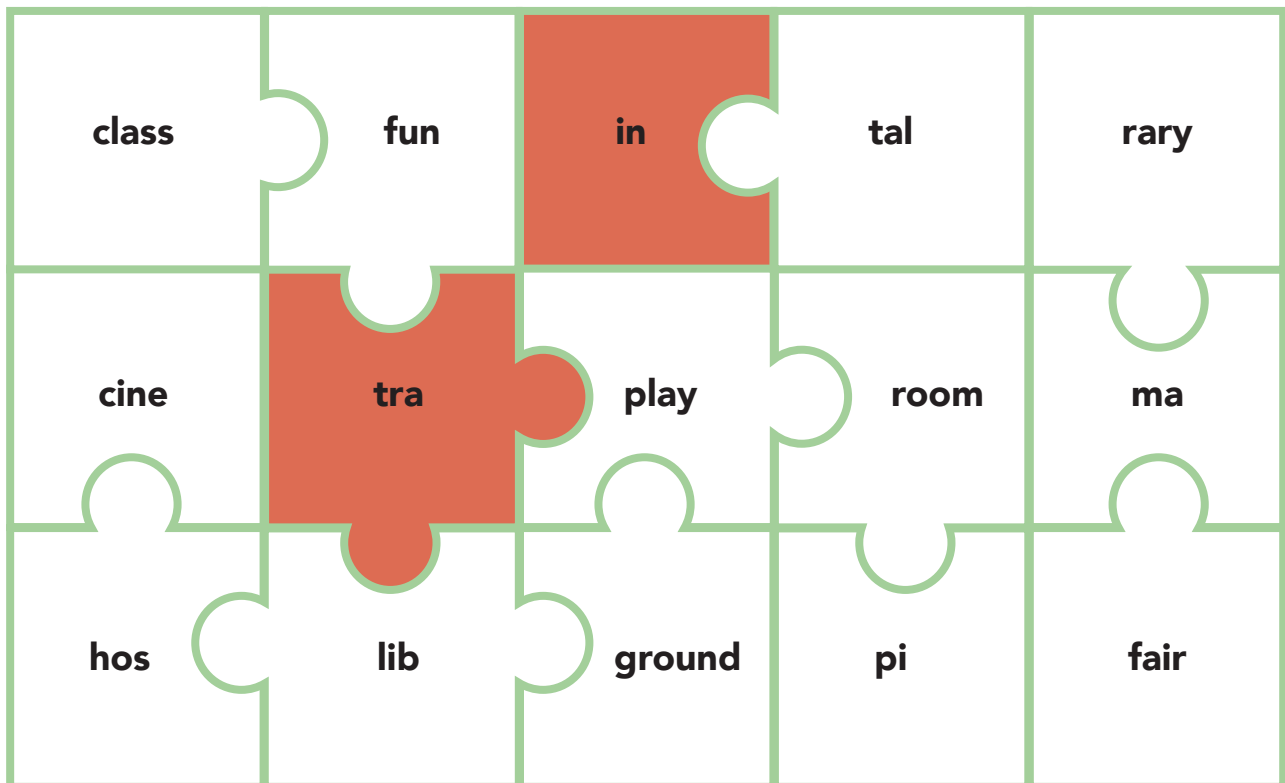
LEAD IN

Classroom Library Playground

Cinema Funfair

Hospital Train

1.



2. 1. train D
2. library B
3. fun fair C
4. hospital A
5. playground F
6. classroom G
7. cinema E

ANSWER KEY

PAGE 3

EXERCISE 1

Destination: Hyde Park

Date : 26th May

Departure time : 08:30 a.m.

Return time: 12:00 - 12:30 p.m.

Student can : feed the birds, take the photos of the wild animals around the lake.

Students can't : get on the paddling boats, bring their lunch on their backpack.

PAGE 4

EXERCISE 2

1. Paul asks for permission to feed the birds.
2. Daisy asks for permission to take photos of the wild birds.
3. Tracy asks for permission to get on the paddling boats.
4. Thomas asks for permission to bring lunch to the trip.

EXERCISE 3

1. Can I ask a question, madam?
2. Can I feed the birds?
3. Can I take the photos of the wild birds around the lake?
4. Can I bring my lunch in my backpack?
5. Can we get on the paddling boats?

EXERCISE 4

- | | |
|--|---|
| 1. Student A: Can I use your phone?
Student B: Of course you can. | 2. Student A: Can I open the window?
Student B: Yes, sure. |
| 3. Student A: Can I borrow your pen?
Student B: Yes, you can. | 4. Student A: Can I go out?
Student B: Go ahead. |
| 5. Student A: Can I use your computer?
Student B: No problem. | |

ANSWER KEY

LISTENING

PAGE 6

LEAD IN

SAFE	UNSAFE
2	1
4	3
	5
	6

PAGE 7

EXERCISE 1

1. safely 2. contract 3. share
4. photos 5. limited 6. ready

EXERCISE 2

My internet safety contract

I can

- E.g.** I can use a nickname.
I can use my social account.
I can do research for my homework.

I can't

- I can't share my personal information.
I can't send photos or videos.

PAGE 8

EXERCISE 3

- a) 4 b) 2 c) 1 d) 3

SPEAKING

PAGE 10

LEAD IN

1. c 2. d 3. a 4. e 5. b

ANSWER KEY

PAGE 11

EXERCISE 1

PAYMENT IN CASH

Student A: Can I pay in cash? / Can I pay with credit card?

Student B: Yes, sure. / No, you can't

CHECK IN

Student A: Can I check in at 12:30 pm.? / Can I check in at 11:00 am.?

Student B: Yes, you can. / Unfortunately, you can't.

CHECK OUT

Student A: Can I check out at 10:30 am.? / Can I check out at 14:00 pm.?

Student B: Of course you can. / I'm afraid but you can't.

BREAKFAST

Student A: Can I have breakfast at 09:00 am.? / Can I have breakfast at 06:00 am.?

Student B: Yes, certainly / I'm sorry but that's not possible.

DINNER

Student A: Can I have dinner at 8:30 pm.? / Can I have dinner at 10:00 pm.?

Student B: No problem. / I'm sorry but you can't.

ROOM SERVICE

Student A: Can I have room service before 11:00 pm? / Can I have room service after 11:00 pm.?

Student B: Yes, you can. / No, you can't.

BEVERAGES

Student A: Can I buy beverages from hotel? Can I bring beverages from outside?

Student B: Yes, you can. / No, you can't.

ENTRANCE TO THE POOL

Student A: Can I enter to the pool with slippers? / Can I enter to the pool without slippers?

Student B: Yes, sure. / No, you can't.

ANSWER KEY

READING

PAGE 13

LEAD IN

1. b 2. d 3. e 4. a 5. c

PAGE 14

EXERCISE 1

1. is climbing on the tree
2. is fishing
3. is smiling
4. is drinking water
5. is feeding her baby

PAGE 15

EXERCISE 2

1. What is the monkey doing?
2. Where is the man standing?
3. Who is cooking in front of their hut?
4. How many giraffes are drinking water on a waterhole?
5. When is the white stork feeding her baby on the nest?

EXERCISE 3

1. b 2. d 3. a 4. c 5. e

PAGE 16

EXERCISE 4

1. The swans are swimming in the lake.
2. The birds are flying.
3. The woman is carrying a basket on her head.
4. The men are making fire.
5. The man is feeding the baby elephant.
6. The kangaroo is carrying her baby.

ANSWER KEY

Track 35

1. Listen and complete the dialogue.

Mrs. Edward: Charles! I think you spend too much time on the Net. We are really worried about your health. We should do something about it.

Charles: Yes, you're right but I know how to use it safely.

Mr. Edward: Your mother and I don't think so. We want to take some precautions. Let's contract with you about the internet safety.

Charles: A contract?

Mr. Edward: Yes, a contract. First of all , you can't share your personal information with anyone.

Charles: Can I use my nickname instead of my own name?

Mr. Edward: Yes it is possible. Also It is unsafe to send photos or videos to people you don't know.

Charles: Of course, dad! Can I use my social accounts?

Mrs. Edward: Yes but in a limited time!

Charles: Can I do research for my homework?

Mrs. Edward: Yes you can. I think our contract is ready.

Charles: Ok then. Don't worry!

Track 36

1. Listen to the text and put the statements in the correct order.

I'm Felix Baumgartner. I'm in New Mexico. It is around 09:20 a.m. A few minutes later, I'm planning to try the world's highest freefall from the Stratosphere. I'm ready for the jump in the capsule. I'm activating my suit camera and disconnecting the oxygen hose. I'm really excited. I'm looking out of the capsule now. The World is out of there. I'm releasing the seatbelt. I'm standing up on the exterior step of the capsule. Ok, I'm doing it now.

Sometimes you have to be up really high to see how small you are. I'm coming home now!

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